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ABSTRACT

A workshop is described that trains teachers of vocational English as a Second Language (VESL) how to identify the language needs of and develop lessons for a particular job or job site. The workshop, one of a series of four designed to improve the skills of refugee service provider staff, was offered twice in 1982 and 1983. Activities included presentations on the functional approach to English-as-a-Second-Language (ESL) instruction and the process for language gathering, visits to a variety of companies, and hands-on VESL lesson writing. The report outlines the workshop agenda and objectives, presents an article on workers' language needs and the summary of employer responses to a Utah VESL program, gives an overview of the entire process of VESL material development, suggests procedures for visiting the job site, offers resources to assist in the process of identifying the roles and communication functions relating to the job site in question, and presents lessons developed by workshop participants. Work contexts for the sample lessons include an assembly factory, a bank, a hotel, a machine tool and welding factory, and food services. Lessons address a variety of different jobs within those contexts. A brief list of resources is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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DEVELOPING VESL MATERIALS

FOR THE JOB SITE

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NORTHWEST EDUCATIONAL COOPERATIVE
REGION V TECHNICAL ASSISTANCE PROJECT

DEVELOPING VESL MATERIALS FOR THE JOB-SITE

May 5-6, 1983

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The Region V Technical Assistance Project wishes to thank Ms. Sherry Segal of Jewish Vocational Services for arranging the company tours. These visits provided all participants with the opportunity to interview staff, determine job tasks, and identify specific language. Ms. Segal's assistance played an important role in the success of the workshop.

INTRODUCTION

"Developing VESL Materials for the Job-Site" is the fourth in a series of four workshops funded by Region V, Health and Human Services. The goal of the series is to improve the skills of refugee service provider staff.

The focus of the refugee programs is on getting refugees employed. In order to find and maintain employment, refugees need certain language skills which enable them to function on the job. These skills include both the work and social related language to carry out specific job tasks. Examples are the ability to comprehend the supervisor's instructions and explain accidents. Because each company and job is unique, it is critical for refugee programs to identify the necessary language and to teach such language to the refugees. This responsibility often belongs to the VESL teacher.

The goal of this workshop was to train VESL teachers to identify the language necessary for a particular job and to develop lessons which teach such language. Workshop activities included presentations on the functional approach to ESL instruction and the process for language-gathering, visits to a variety of companies, and actual hands-on VESL lesson writing.

This particular workshop was offered by N.E.C. two times. The first time was in January, 1982 for the Illinois Adult Indochinese Refugee Consortium. Because of the tremendous need for training in this area, the workshop was repeated as a part of the Region V Technical Assistance Project. This publication is a compilation of the activities and materials developed from both workshops. Specific contents include:

1. A summary of the workshop presentations and handouts
2. A selected list of resources
3. Interview instruments for visits to the job-site
4. Sample VESL lessons from FY'83 and FY'82 workshops

The Northwest Educational Cooperative hopes that readers will find these materials a useful resource for the development of VESL materials.

Interested readers who have questions or would like further information about the publication or the workshop itself are welcome to call Linda Mrowicki at (312) 870-4166.

Linda Mrowicki
June, 1983

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AGENDA

DEVELOPING VESL MATERIALS FOR THE JOB-SITE

	Topic	Objectives - Participants Will be Able to:
Day One	Process for job analysis and language gathering	Design procedures for determining job-specific language
	Work site tours	Tour a job-site and identify language used
Day Two	Overview of the functional approach to VESL materials development	Develop sample VESL lessons for particular jobs

OVERVIEW OF LANGUAGE NEEDS

OVERVIEW OF WORKERS' LANGUAGE NEEDS

Within the last two years, several people have been involved in identifying the language needs of refugees on the job. The results of the research is found on the following pages. First, there is an article by David Prince and Julia Gage which provides a detailed overview of job-related English. Secondly, there is a short summary of a Utah study in which industry identified the problems and benefits of hiring Indochinese employees. Thirdly, there is a summary of the Project PRIDE industry survey done in Illinois.

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ERIC/CLL News Bulletin

ERIC Clearinghouse on Languages and Linguistics

Volume 5, No. 3 May 198

SOME CONSIDERATIONS IN ADULT VOCATIONAL ESL

David Prince and Julia Lakey Gage

Employment is an immediate concern for newcomers to the United States. The urgency of getting a job has drastically increased for Indochinese refugees, who now face a decreased period of eligibility to receive federal assistance. Beginning May 1982, the duration of financial support to aid resettlement will be shortened from 36 to 18 months.

The most recent refugees are typical of a trend among newcomers to the U.S.: they have less formal education and fewer transferable job skills than immigrants of the past few decades. Since lengthy training programs for skilled positions are unavailable, job placement efforts for many refugees focus on entry-level positions. Such jobs require few prior skills or training; newly hired employees acquire skills through on-the-job training. Vocational English programs for this population might focus on preparation for entry-level employment in manufacturing and service industries and on subsequent instruction to prepare employed refugees for job advancement.

English as a Second Language (ESL) has been an essential part of the resettlement process. Initially, general ESL was offered, which emphasized grammatical forms in structurally graded materials. Although this approach proved useful for refugees with strong academic skills and professional backgrounds, it was far less useful for refugees with little academic training; such refugees need ESL programs with a different focus.

English for Specific Purposes (ESP) gained momentum in the 1970s in a movement to make ESL programs reflect learners' needs. Questions that were raised included: "Why does the learner want to know English?" and "What minimal English language skills does a learner need to function in a given situation?" Emphasis was put on assessing language function, i.e., "what people do by means of a language" (Van Ek). Assessment included determining: (1) whether the learner needed to listen to, speak, read or write English; (2) where the learner was expected to use English; (3) what roles the learner performed using English (e.g., subordinate versus leader, gentle persuader versus bully); and (4) what topics the learner dealt with.

Functional Language Approaches

Industrial English (Jupp and Hodlin) is the most complete example of functional curriculum design in a vocational setting. In designing an English program for Southwest Asian workers in England, Jupp and Hodlin studied the language demands for these limited-English-speaking workers who were employed in processing and manufacturing positions. The study identified four categories of language use: (1) work language for immediate job duties; (2) work language for greater flexibility, unusual situations, and increased responsibility; (3) social language for simple contact; and (4) language for communicating about rights and problems.

Curriculum designers in the United States recognized similar categories of language use. Three broad categories were identified by Crandall: (1) language for getting a job; (2) language for maintaining a job; and (3) language for job advancement.

The authors provide technical assistance and teacher training to ESL programs through Washington State and the Center for Applied Linguistics.

"Units of Work" or tasks (Fine and Wiley) must be identified as part of the needs analysis to determine functional language. Five tasks were identified as typical of worker duties by Galvan and Gonzales: (1) determining what needs to be done; (2) gathering the necessary tools and equipment; (3) completing an operation or process; (4) checking or testing the quality of the finished work; and (5) cleaning up.

A series of vocational training projects with ESL components has allowed us to conduct needs assessments and organize programs to prepare and support Indochinese refugees/workers. The insights we have gained are presented in this article.

Determining Language Demands

Starting Employment. In 1980, a study was conducted (Gage and Prince) to determine which language strategies are most relevant to job retention of limited-English-proficiency (LEP) workers. Survey and observations were conducted at more than 20 work sites. Data included information on how workers with low level language proficiency obtained their jobs, what types of jobs they typically obtained, and how they were trained for their jobs.

Workers generally found employment with help from a friend, a relative, a sponsor, or an employment counselor. These intermediaries usually inquired or knew about openings, told the company about the LEP job candidate, provided basic information about the company to the LEP candidate, and helped with applications.

Workers were hired in positions involving assembly, sorting, and cleaning operations. Of primary importance in starting a job was the worker's ability to be trained in routine job duties. The most effective on-the-job training technique was demonstration. The most systematic trainers used a three-step process: (1) the trainer demonstrated the operation; (2) the trainer and trainee performed the operation together; and (3) the trainer watched the trainee perform the operation.

Tools and work materials were generally gathered by the trainer prior to the demonstration. After watching a trainee perform the operation, the supervisor would leave a number of pieces for the trainee to complete. The trainer then left the area but returned frequently to spot check.

See Vocational ESL—page 6

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Language analysis revealed that training was based on concrete references. Although a trainer might speak while demonstrating, the trainee could learn the operation by watching closely. Tools or materials were pointed to or referred to using pronoun substitutes just as frequently as they were mentioned by name. Feedback on quality of work could also be given using concrete references. Samples of good work could be placed next to mistakes and the supervisor could point out mistakes. In cases where samples were not available, photographs were sometimes used. Once the worker was trained, job duties were usually unvarying. Supervisors cited the need for LEP workers to learn verbal acknowledgment of directions and verbal requests for clarification when directions were not understood. However, supervisors could ascertain if the worker understood or not by watching the worker perform once.

Maintaining Employment. It is difficult to identify the exact moment at which an employee moves from starting a job to maintaining a job. Maintenance could be defined as a worker's status upon completion of training. However, one report suggests that a worker moves into this status when the need for flexibility presents itself.

In a study (Gage and Prince 1981) of a private corporation with over 700 employees, workers and supervisors were surveyed and observed to ascertain factors that enhanced employee flexibility. These LEP workers were employed in manufacturing and processing divisions. They varied in language proficiency, cultural background, and job assignment, and had been employed from six months to over two years. Worker flexibility as determined in the study had two factors: the ability to perform without close supervision, and the ability to perform a variety of operations (i.e., to benefit from cross-training in a new department or a new job operation). Language analysis revealed that a more flexible worker could expect interruptions and changes in duties. A supervisor might greet a worker, ask how much of a particular assignment or order was left, direct the worker to complete a certain amount of work before lunch, and then direct the worker to complete another order that had been started previously. Whereas starting a job involved routine duties with concrete referencing, duties for maintaining employment required handling unusual circumstances and varying language demands. Workers had to acknowledge the interruption and converse on a somewhat abstract level, since the work to be done might not have been obvious.

Flexibility is an important requirement for maintaining a position from an employer's standpoint. However, the question must also be raised why an employee might decide to terminate employment. Although this has not been studied, two possible company-related reasons (other than a better job opportunity) for an employee to quit are social isolation in the company and inability to raise concerns with supervisors. Indications of a worker's social isolation are spending break time alone and not sharing in small talk or company gossip. In addition, isolated workers do not usually understand cultural work norms for raising concerns about policies and duties. When they do present such concerns, they often use nontraditional channels of communication, preferring to find confidants who then might act as interveners.

Job Advancement. In the same study within one corporation, language needs as related to job advancement were examined. Advancement opportunities of two types were noted. Some pay increases were based on performance review or length of employment. A worker might feel that he or she did not receive a fair increase, or that an increase was overdue. The worker had to know cultural norms for expressing these concerns; he or she might have to raise the concerns first with the immediate supervisor and, if still dissatisfied, bring it up with a manager or possibly the personnel office.

The second type of advancement—promotion—was based upon movement to positions of increased responsibility. Supervisors felt there was little difficulty advancing workers who showed an ability to be trained and the flexibility to work independently. However, most advancement eventually led to lead-worker positions, which required the worker to train and instruct workers of lower job classification. The LEP workers who were observed often lacked this ability.

Language analysis also revealed the importance of recognizing and using assertive language. The trainer had to distinguish between different roles (e.g., persuasive versus authoritative), and to seek acknowledgment, offer clarification, and provide feedback to trainees with a variety of personalities. The applicant seeking a promotion had to describe his/her qualifications for a desired position in a succinct fashion.

Designing Classroom Activities

The dearth of commercially available materials requires the language instructor to create materials based upon needs assessment. These materials should integrate work language, social language, and information about work practices and norms. This section gives suggestions for organizing materials.

Starting Employment. Activities should focus on communication skills needed to start a job. An orientation should be provided to on-the-job training techniques. Practice should be given in following demonstrations in assembly, sorting, and cleaning operations.

Activity 1. Students are given practice in an assembly operation using a pegboard, pegs, and connecting wires. The instructor demonstrates the process of assembling a pattern of pegs and wires. Students and instructors then complete a pattern together. Finally, students perform the operation alone. In such a demonstration, emphasis is laid on getting the trainee's attention, getting through the operation, and concluding the operation. In addition, students practice oral acknowledgment. Expressions such as "like this" can be produced by the student while doing the operation with the instructor and while doing it alone. Rising intonation ("like this?") should also be practiced as a strategy for requesting clarification.

Activity 2. Students practice finding faulty work. Using a sample assembled pegboard, students decide if other pegboards have been assembled correctly or incorrectly in comparison to the sample. They point to any mistakes.

Information about work norms should be integrated with work language and tasks. For example, after an assembly task students can be shown slides or photographs of various assembly jobs. They can visit factories and identify job duties in assembly, sorting, or cleaning. After finding faulty work, the instructor might initiate discussion on characteristics of good workers: "A good worker is careful. A good worker is fast. Are you careful? Are you fast?"

Other immediately necessary work information includes practice in reading pay checks, calling in sick, and completing a W-4 tax form. Although this level emphasizes language for starting a job, it should not ignore language for getting a job. Lessons again should be based on concrete experiences. The class should practice stating training skills (e.g., "I can follow a demonstration.") Other relevant information the student should be able to express includes the length of instruction, the name of the school, and the instructor's complete name.

Maintaining Employment. This level emphasizes handling unusual situations and developing flexibility.

Activity 3. Unusual work circumstances involve interruption and then redirection. With materials at hand to complete the task, learners tend to ignore verbal directions, including cautions and modifications of directions. Classroom activities to counter this difficulty are simple. The instructor should assign a task (e.g., sort a number of items by size) and then interrupt with "Wait a minute!" and redirect the students, saying "Do it by color." No further directions should be given. Upon completion, students should compare their work and differences should be discussed to see who ignored the redirection. Students should discuss terms or expressions used to interrupt someone. They should discuss clarification techniques useful for such situations (e.g., "What was that again?").

Activity 4. Unusual situations may occur irregularly; however, topics are predictable. This is evident if Activity 2 is revised to include identification of specific faults in work. In comparison to a sample, one board might have an incorrect wire and another board a missing wire. Other potential errors include incorrect placement and incorrect installation of a wire. Redirection would focus on removing, replac-

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ing, or adding wires.

In the same manner, other types of operations should be analyzed for potential errors. In a sorting-counting procedure a student may have too few or too many items. At this level, lessons orienting students to American work practices should again be integrated with work language. Practice in exchanges between workers and supervisors and in performance reviews is appropriate. Other topics can focus on ways to improve work habits and maintain improved performance. In practicing reporting finished work ("It's done." "It's nearly finished." "It's half done."), students might also discuss production goals, even attending mock departmental meetings. Social language should be developed in every phase of vocational ESL. As Crandall points out, conversation strategies should be introduced. These include "strategies for beginning conversations, interrupting others, responding to others and knowing how to end a conversation (or knowing when someone has already ended it)."

Advancement. Activities at this level are geared to students who are already employed. A primary focus should be the development of minimal assertiveness skills. ESL materials development in this area is lacking. Assertiveness was also relevant to language interactions at the two previous levels. The following sampling of activities (Lange and Jakubowski) for native speakers has proven successful with ESL students:

1. Introductions. Students walk around the room greeting each other. Then they sit down and recall positive aspects of a classmate's greeting (e.g., "He shook hands firmly.").
2. Yes-No. Paired students face each other. While one person says "yes," the other responds "no" at the same loudness. The "yes" person varies his/her loudness from quiet to very loud. The "no" person mimics the loudness level, allowing the "yes" person to become aware of voice range.
3. Evaluating Actions. Situations are described (e.g., "X's pay raise is less than other workers'. X decides not to mention it."). Each person in the class then decides whether that action in that situation was assertive or nonassertive.
4. Role Playing. Students should role play in situations in which they train another worker. The directed worker might be alternately resistant to and passive about the training.
5. Self-Evaluation. A useful variation in evaluating actions is to describe a situation and have the learners decide how they would respond. Responses are then evaluated in class discussion as aggressive, assertive, or nonassertive. Cultural norms, risk taking and personal comfort are discussed.

Conclusions

This article has highlighted three broad levels of language needs for LEP workers who have few transferable job skills. The levels of language that were described include language for starting a job, language for maintaining employment, and language for job advancement. The findings from two field studies indicate the need for orienting the student to on-the-job training, helping the student become more flexible in work assignments, and helping the student recognize and use assertive language appropriate to American work settings.

Among the topics that were considered were ordering and integrating work language, orientation to American work practices, and social language. Work language should be based on tasks. In particular, attention should be given to how jobs are introduced, how and why workers might be interrupted, and how assignments might be changed. In addition, vocational ESL curricula should attempt to categorize potential topics (such as types of errors and manners in which finished work might be reported). Finally, orientation to American work practices should be introduced in relation to tasks. For example, after doing sorting activities in the ESL class, students might take a field trip to various warehouses or shipping/receiving departments.

Program planners should consider multistep program designs. A program for Step 1 might emphasize orienting students to training styles they'll encounter in employment or perhaps even in short-term vocational training programs. Step 2 might emphasize language functions that make the student more flexible.

Planners should recognize the need to act as advocates for LEP learners. Planners should build stronger linkages with vocational educators, vocational counselors, and employers. To do so, planners should make explicit to these parties the language demands needed to start, maintain, and advance in jobs. Furthermore, they should suggest program models based on short- and long-range goals of students, approaching these demands in stages.

Finally, a multistep program design could be particularly effective in encouraging students to take entry jobs, demonstrating to them that language training doesn't end when they begin basic employment. A multistep approach would also help alleviate employers' fears that workers will not be flexible enough to move on to new jobs and duties.

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SUMMARY OF INDUSTRY'S REACTION TO THE INDOCHINESE
BY JOHN LATKIEWICZ, SALT LAKE CITY, UTAH

PROBLEM AREAS

1. Problems related to daily communication and difficulty understanding verbal instructions during training.
2. Do not understand company benefits, e.g. insurance, health, etc.
3. Say "YES" to everything, even though they often do not understand what is being asked.
4. Quit the job without giving the company prior notice.
5. Sometimes have hygenic problems related to self cleanliness and the use of toilet facilities.
6. Stick together and do not mix well with other workers.
7. Have transportation problems, which result in lateness.
8. Overly sensitive, quit for little or no good reason. Feelings are easily hurt.
9. Have "strange" food habits (often have offensive odors).
10. Do not remember to call in when sick.

POSITIVE AREAS

1. When they learn job, quality and production are very good.
2. Respectful, loyal and cooperative.
3. Generally have good attendance and work hard.

SUMMARY OF EMPLOYER SURVEY

Total respondents: 10

1. What specific language difficulties have you encountered as employers of refugees?

   . Job functions and responsibilities, normal job procedures
   . Written notices
   . Some LEP employees speak too fast with thick accent - difficult to comprehend
   . Explaining company benefits, job and time cards
   . Safety work rules/shop rules

2. What cultural differences have you found to be problematic?

   . Supervisors get offended by people who can't speak English
   . Stereotype image
   . Company policy (calling in when sick/late)
   . Dietary habits
   . Health care practices
   . Negative remarks made by "old timers" - "Why don't you hire Americans?"
   . Does not like to sit on chairs
   . Working through breaks
   . Understanding union regulations
   . Conflicts among the same ethnic groups
   . Stick together

3. If you were to conduct a training session for your supervisors and/or other managers in your company on the topic "how to effectively supervise refugee employees to increase productivity," what specific topic/content would you include?

   . Demonstrate effective communication techniques and establish rapport - more show than tell (non-verbal)
   . Provide information where refugees come from, why they are here - their experiences
   . Foster patience, anticipate and understand and be aware of differences
   . Outline the various cultural differences, e.g. supervisory roles, expectations, attitude towards work, organizational hierachy.

4. What helpful tips would you offer to other employers who have never employed refugees before?

   . Hire enough of the same ethnic group for group support
   . Use a translator
   . Use basic human relations
   . Hire a group from the same geographic area to avoid transportation problems
   . Be flexible in scheduling workshifts to accommodate employees
   . Hire at least one that has good English skills to act as an interpreter and place him/her in a higher position than the rest
   . Expect to encounter cultural differences
   . Keep a good balance in numbers of various ethnic groups hired
   . Tour and talk to other companies that have hired refugees/entrants
   . No differential treatment

VESL CURRICULUM PROCESS

The following article "Designing a Curriculum Outline for the Work Situation" provides an overview of the entire VESL materials development process.

Designing a Curriculum Outline for the Work Situation

Jan Laylin
Margaret Blackwell

Growing concern for the work-related language needs of adult immigrants has led to the emergence of programs specifically designed to help people use English more effectively in the work situation. Such programs are taking place on job sites, in institutions and in drop-in, informal settings. Their overall goal is to help people function more independently in the job situation.

The scarcity of specialized curricula, materials and experienced ESL staff reflects the experimental nature of such programs in Canada. Although we have acknowledged the need, we are only beginning to focus serious attention on the specifics of program development, central to which is curriculum design. For the instructor or curriculum developer the major difficulty usually lies in his "outsider" status. That is, he is not part of the learners' environment and, therefore, does not come to the situation with an understanding of their needs in the work context. He does not "know" the workplace. Thus, he is faced primarily with the task of determining the patterns of language use in a social context to which he (in most cases) does not 'belong.' He must discover, as Fishman so aptly puts it, "who speaks (or writes) what language (or what language variety) to whom and when and to what end." (1969, p. 46). Such sociolinguistic information helps us to identify the communication gaps which exist for the second language speaker in a particular setting.

We propose in this paper to suggest one way of systematically approaching the task of designing a functional curriculum outline for a work-oriented program. That is, how do we get started? We believe this model is a process which can be adapted for institutionally-based, work-oriented programs* as well as for programs held in the workplace. The model attempts to meet two needs. It provides 1) a system for planning *prior to* the beginning of a program, and 2) a framework for *on-going* curriculum development in which the teacher and the learners participate together. It is based on the identification of communication situations, organized into a framework for establishing specific learning objectives. We have defined the process in terms of six stages of development, each of which is briefly described and illustrated as applied to a program held in a garment factory. We note, where applicable, distinctive features of institutionally-based programs.

*By an institutionally-based program, we mean a program offered by an educational institution such as a community college or school board, designed to prepare students for the language-related requirements of a particular type of work, e.g., office work, small business management, preschool/daycare work. Students will come to class with varied work experiences and expectations.

Stage 1: Preliminary Orientation to the Work Setting

In this stage the teacher/planner should learn everything possible about the work situation, and establish daily communication with one key resource staff person (e.g., training supervisor), as well as regular communication with supervisors and other English-speaking staff. Resources such as training manuals, orientation booklets, sample pay cheques, time sheets, slides, etc. should also be compiled. Specifically, the teacher should acquire some understanding/knowledge of:

- the company's business operations, history, role within the industry, financial status, etc.
- company procedures (e.g., for arranging overtime), regulations (e.g., safety), routines (e.g., lunch shifts), employee policies and benefits.
- equipment and materials: types, parts, functions, maintenance procedures and problems.
- progress of the product from start to finish.
- role of/attitudes towards the union (and, specifically, the second language speaker's involvement).
- specific operations performed by the workers, relevant terminology, work-related language.
- common work-related problems and repair procedures.
- the workers' daily routine.
- an overview of communication problems: work-related, social, cultural, etc.

Planning for the institutionally-based program will be more difficult. Since the job situation is essentially a hypothetical one, similar kinds of information will have to be collected, but from a variety of sources. For example, a person designing curriculum for office workers will need information from institutions offering commercial training (e.g., business or community colleges) as well as from potential employers (e.g., large firms, such as the Insurance Corporation of British Columbia, or small employers such as local social service agencies).

It will also be necessary to establish contacts with persons in the community who can act as resource people in curriculum planning. For an office workers course, for example, such a person might be a commercial training program instructor, or a personnel director responsible for in-service training in a company employing a large clerical staff.

Stage 2: Visualizing the Communications Network

In this stage the teacher/planner begins to look at 'who talks to whom' in the actual job situation. The sociogram below indicates direct and indirect communication patterns in a garment factory. The sewing operator, who may well be a second language speaker, is central to this illustration because her needs, in this instance, are our foremost concern. The notion of indirect communication is important because it is information received second-hand that so often results in misunderstanding, creating special problems for the second language learner. See Figure 1.

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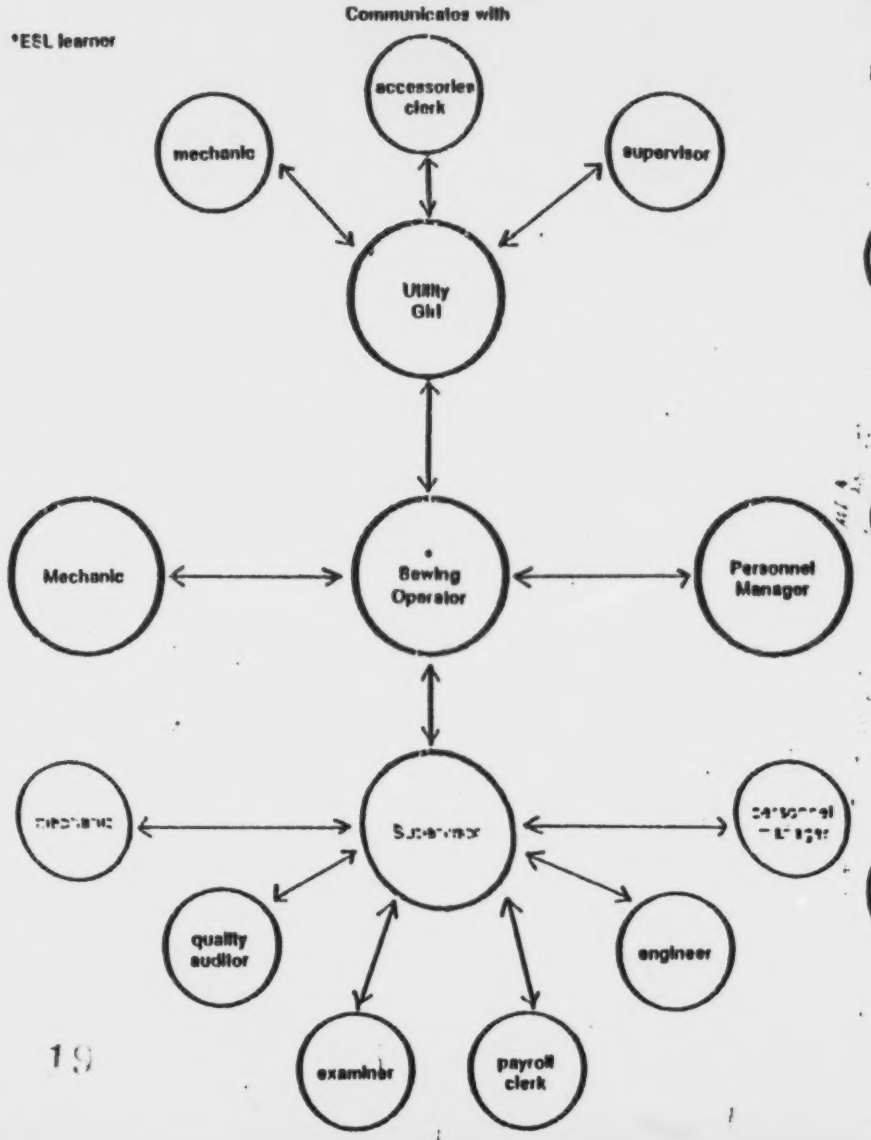
Figure 1

Sociogram for Workplace

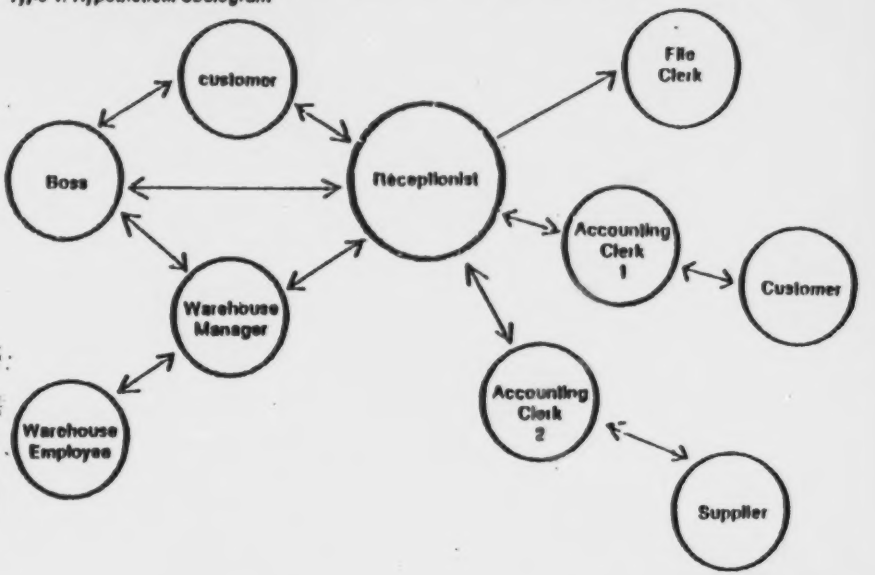


A sociogram for an institutionally-based program will be based either on a hypothetical work situation or on communication patterns between categories of persons. Both types are illustrated in Figure 2.

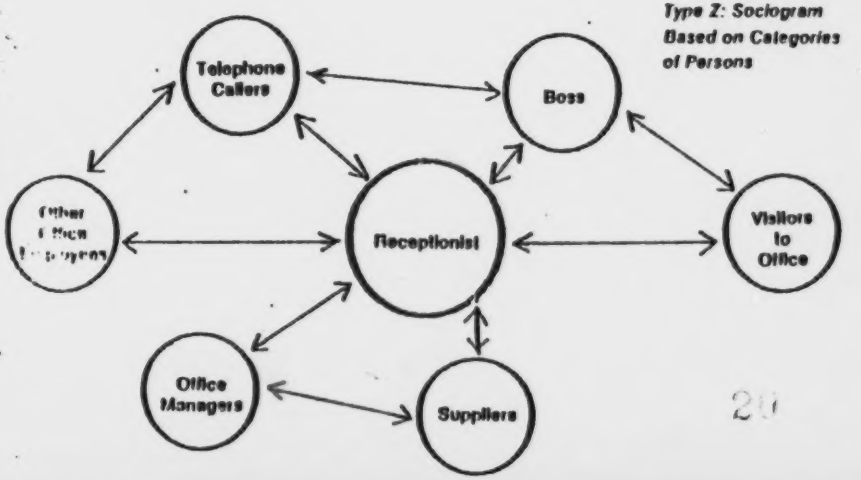
Figure 2

Sociograms for Institutionally-based Program

Type 1: Hypothetical Sociogram



Type 2: Sociogram Based on Categories of Persons



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Stage 3: Identifying Work Responsibilities

If the overall course objective is to help people function more independently in the job situation, work-related language needs must be identified. That is, the teacher/planner needs to know what people do in their work for which they need language and, thus, the purpose which language serves. A good source here is the job description, available in many companies. Staff, of course, can provide details. The process would be to:

1. list the work duties of the (potential) learners in detail.
2. list the work duties of the person(s) with whom the second language speakers need to communicate (based on the sociogram, stage 2).
3. list the work responsibilities of people outside the workplace with whom the learners need or might wish to communicate (e.g., a receptionist will deal with salesmen, clients, telephone callers, etc.).
4. link those duties which may or will involve some communication between the second language speaker and anyone else in the work setting.

Figure 3 illustrates this stage.

Figure 3

Work Responsibilities

Sewing operator (ESL Learner)

1. performs sewing operations as requested
2. requests work/supplies/accessories/ recuts
3. watches quality
   – repairs own errors
   – returns improperly sewn pieces for repair.
   – returns dirty pieces for cleaning
4. maintains sewing machine
5. fills out time sheet
6. calculate/keep track of earnings.
7. notify company when ill.
8. arrange for time off, leave, overtime.

Utility girl

(2) – distributes work/supplies/ accessories/recuts.
(3) – returns dirty/improperly sewn pieces for cleaning/repair resp.
(4) – requests mechanic.
(5) – collects time sheets.

Supervisor

(1)&(2)– decides allocation of work
(4) – responsible for machine maintenance.
(1)&(3)– responsible for quality of work
– gives instructions
– trains sewers
(5) – checks time sheets
(8) – arranges overtime/time off/leave for workers & re-assignment.
(6) – mediates for workers re earnings/ personal matters

In a program sponsored by an educational institution for persons involved in or interested in doing a particular kind of job, it will be necessary to develop a hypothetical job description from a variety of actual descriptions collected in Stage 1. For an office workers' program, for example, a job description would have to be assembled from a variety of different kinds of office jobs, e.g., secretary, receptionist, typist, file clerk. In the preliminary planning, the planner should focus on jobs which second language speakers tend to hold or are likely to obtain. Once the class begins, the actual experiences and aspirations of the learners will become the basis for on-going development.

From this point on we will make no particular mention of distinctive features of institutionally-based programs. The remaining stages can be applied to any type of program organization.

Stage 4: Identifying Communication Situations

Once the work responsibilities are compiled, the next stage is to identify communication situations which can serve as a basis for lesson planning. By matching the job descriptions of ESL workers and English-speaking staff, we can now identify communication needs which are more critical to the worker in performing his job duties competently. For example, if the sewing operator is responsible for maintaining the sewing machine, the utility girl for contacting the mechanic, then a communication situation occurs when the sewing operator asks the utility girl to send the mechanic.

This stage helps to clarify the notion of communication as both an initiating and responding process. For example, if one considers the work duties related to the distribution of supplies, the learner may, on one occasion, initiate a request for more supplies, while on another occasion, may have to respond to the utility girl's question, "Are you ready for more work?" Figure 4 provides some examples of this stage.

Figure 4

Communication Situations

SEWING OPERATOR↔UTILITY GIRL	SEWING OPERATOR↔SUPERVISOR
– obtaining/providing work/ supplies/accessories/recuts – repair/cleaning of pieces – arranging for machine repair – filling out/turning in/collecting time sheets, daily earning slips, etc. – socializing	– delegating/carrying out work responsibilities – maintaining machines – arranging for overtime, re-assignment, time off. – clarifying wage problems & procedures – keeping track of time/work produced, etc. – socializing

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Stage 5: Identifying specific Language Functions

The teacher/planner now needs a way of organizing the information which has now been compiled into a manageable framework for on-going development. We suggest a matrix which provides for the analysis of these communication situations into three categories of learning objectives:

1. *work-related*: to assist the learners in their actual job performance.
2. *expressive*: to assist the learners in expressing personal needs, emotions, opinions, etc., in relation to the situation.
3. *integrative*: to enable the learners to relate effectively on an interpersonal level with co-workers.

Figure 3

Language Functions

Commun. Situation	Commun. Situation	Commun. Situation
Arranging for Overtime/Time-off 1)	Arranging for Repair (machine/ garment) 2)	Carrying Out Work Responsibilities 3)
Specific Functions	Specific Functions	Specific Functions
–state need –state details –request wage info. –request permission –explain problem –respond to req. for overtime	–describe problem –state need –request assistance –respond to questions	–describe procedure –read work order card –request help, instructions, clarification –understand response –repeat explanation.
–gain person's attention politely. –greet –express apprec. –interrupt politely	→	→
–state reason –apologize for inability to comply w/req. –express dissatisfaction, anger.	–deny responsibility for mistake –state opinion –express annoyance, frustration	–accept/deny responsibility –express confusion –apologize for mistake –respond to rudeness, anger –justify behavior –raise anxiety

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For example, consider the communication situation of *arranging for machine repair*. A work-related objective might be to describe the mechanical problem to the utility girl or supervisor. An expressive objective might be to express one's annoyance or frustration with the stoppage of work caused by the breakdown of the machine. An integrative objective could be getting the supervisor's attention appropriately.

All situations will not necessarily, of course, have all three components although we clearly often use these aspects simultaneously. We have found that the more complex, emotional aspects of communication can be overlooked when teachers are concerned with 'useful' or 'functional' language. We hope, then, to offer an approach to needs analysis which encompasses the total range of the ESL learner's communication needs.

Figure 3 provides further illustration of this stage.

Stage 6: Designing a Lesson

One of the problems with curricula which merely state objectives is the gap between the curriculum and the classroom. That is, there is little in the structure of the curriculum to tell us, as teachers, how it can be *used*. A curriculum, then, must incorporate a 'lesson' or 'classroom' component establishing this link.

A lesson design, not to be confused with a lesson plan, establishes this link between the curriculum and the classroom. A lesson design consists of a set of the following lesson components: communication situations; language functions; structure; expressions and vocabulary; learning activities; and resources. We will now proceed to briefly describe and consider some of the issues involved in each of these components.

The selection of a *communication situation* from an assessment of priorities in the workplace provides the learning focus (e.g., 'carrying out work responsibilities'). Next, we examine the situation we have chosen (or the learners have requested) and identify *specific language functions* pertaining to work-related, expressive and integrative needs, selecting one or more pertaining as learning objectives. The functions will determine the choice of *structure* which can now be chosen on the basis of 1) overall usefulness and applicability and 2) appropriateness to the learners' competency. For example, in order to request instructions, a 'beginning' learner will form direct questions, an 'intermediate' learner will form indirect questions. Or, in expressing confusion a 'beginning' learner will form negative statements (e.g., "I don't understand") while an 'intermediate' learner will form statements such as "I'm afraid (that) I don't quite . . . ".

We should note here that if we believe adults will learn what is functional to their needs we need not adopt traditional methods of sequencing structure. In addition, the notion of the acquisition of structure as a spiralling process implies that if relevant and useful functions and structures are chosen they will appear repeatedly in relation to many communication situations. The reinforcement component, then, is built into this approach. Thus, we need not insist on the 'absolute' learning of a structure at any one time, though we may choose to focus on it.

The next step is to isolate *expressions and vocabulary*. This will help

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determine the form our structural choices will take as well as highlight idiomatic uses of language. The expressions may form the core of the communicative activities in the classroom.

Now we must make decisions about specific *learning activities*. This component becomes the initial stage of specific lesson planning and focuses on the integration of language skills. That is, what kind of listening, speaking, reading and writing activities will 1) facilitate the acquisition of functional language and 2) foster awareness of the integrated nature of communication. We look specifically here at reading and writing needs as well as speaking. And finally, we determine and arrange for *resources, classroom aids, participation of English speakers and related out-of-class activities*. It is important to note, too, that implicit in this process is the building in of an informational) i.e., what content is to be incorporated?) and cultural component. Figure 6 gives an example of this stage.

Figure 6

Sample Lesson Design

I. Communication Situation:

–Carrying out work responsibilities

II. Language Functions:

Work-related:	Integrative	Expressive
–request instructions, help, clarification.	–greet superv.	–apologize for mistake
–understand response to above.	–interrupt politely.	–accept/deny resp.
–read work order card		–justify behavior
–fill out time sheet		
–request more work		

III. Structure:

–simple, polite requests	–statements with clauses
–indirect requests	–word order
–negatives	–modals

IV. Expressions & Vocabulary:

–how do (should) I . . . ?	–garment pieces/accessory & machine terms
–could you tell me how to . . . ?	–locational prepositions
–Excuse me, . . .	–instructional terms
–I'm sorry, but . . .	
–I'm afraid I . . .	

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V. Learning Activities (samples)

Listening:	Learners listen to and follow series of instructions.
Speaking:	Learners suggest and practice types of requests: practice giving and responding in pairs.
Reading:	Learners read and explain work order card.
Writing:	Learners complete time sheet according to previous day's work.

VI. Resources/Aids

–sewing machine	–time sheets
–finished garment	–work order cards
–pieces	–tape measure
–thread	

V. Participation of English (L_1) Speakers/Out of Class Activities

–L_1 supervisors brainstorm instructional problems with L_2 workers. Attempt to identify language needed for specific CS.
–supervisors participate in classroom–give instructions, respond to requests, etc.
–learners assigned task: report next day on one conversational exchange with utility girl/supervisor (repeat conv.)
–learners assigned task: repeat one conversational exchange between L_1 worker and supervisor.

Conclusion

We would like to note some issues which are fundamental to the exploration of work-related programs.

1. What is the range of needs we have a right and/or obligation to deal with in the work context? Where does our emphasis lie? That is, are we trying to help the worker cope with the work situation, or are we more interested in getting him out of the situation (and into a better one)? Do we teach him work skills, impart information (e.g., worker rights), foster resistance to 'the system?' There are some philosophical issues here which we must address, for we need to be clear in our direction. And finally, to what extent should we deal with the worker's needs outside of the workplace?
2. How can the learners and the English-speakers in the workplace participate cooperatively in needs determination? How much do we have the right to decide for them?
3. How can we use this approach for long-term planning? How can we combine long-term planning (for continuity and pursuit of goals) with the flexibility of planning 'as it happens?'
4. And finally, how effectively do adults learn in such a program? What seems apparent, then, is the need for comprehensive research and evaluation of work-related programs in order that such programs may be seen as viable alternative to our current approaches to English instruction for immigrant adults.

Jan Laylin and Margaret Blackwell are with the Vancouver Community College.

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VISITING THE JOB SITE

PROCEDURES FOR GATHERING INFORMATION AT THE JOB-SITE

The first step in setting up a VESL class is to visit the job-site and identify important information. Suggested procedures are listed on the following handout.

INFORMATION GATHERING AT THE JOB SITE

1.0 Talk to the personnel department, supervisor(s), workers - both English speaking and limited English speaking, union representatives/officers.

1.1. Find out about the factory.

1. Its history
2. Its organization
3. Its operations
4. Its size
5. Its procedures
6. Its impact on the community
7. The role of unions
8. The daily schedule
9. The opportunities for training and advancement

1.2. Find out about the factory and its experience with the limited English Speaking.

1. The number/per cent of limited English speaking workers - both past and present.
2. The number/per cent of bilingual supervisors.
3. The ethnic backgrounds of the limited English speaking.
4. Communication, work-related, or cultural problems that have occurred between worker & personnel staff. Between worker & supervisors. Between worker & worker.
5. Staff opinions regarding language needs.

1.3. Find out about the specific job(s) that are open

1. Specific job tasks.
2. Prerequisite skills
3. Working conditions
4. Working relationships with other people
5. Opportunities for training and advancement

1.4. Find out about the language needed for the specific job.

1. The situations and settings
2. The people whom the LESA will be communicating with
3. The actual language (vocabulary and structures), communication functions, and language skills.

1.5 Find out about the language needs for social interaction on the job.

1. The situations and settings.
2. The people whom the LESA will be communicating with.
3. The specific language (vocabulary and structures), communication functions, and language skills.

1.6 Collect any written materials that the LESA will be exposed to

Examples: forms - time sheets, requests for leave, etc.
manuals
memo - regarding overtime, company policies, safety
schedules

2.0 Tour the factory

2.1 Confirm what the staff told you about the factory.
2.2 Observe/note safety signs on walls, machinery, etc.
2.3 Record interactions if possible.
Worker - worker
Worker - supervisor

References: Industrial English, T.C. Jupp and S. Hodlin. Heinemann Educational Books, 1975.
"Designing a Curriculum Outline for the Work Situation," Jan Laylin and Margaret Blackwell. TESL Talk, Winter/Spring 1979.

ared by: Linda G. Mrowicki, Indochina Professional Training Center,
ngton Heights, Illinois 60005. Instructional Coordinators and Staff Workshop 9/12/80

INTERVIEW INSTRUMENTS

At the first N.E.C. workshop, participants drafted and field-tested three questionnaires to be used when visiting a job-site and interviewing company staff. These questionnaires were also used at the Region V workshop. They can be found on the following pages.

QUESTIONNAIRE FOR PERSONNEL

1. What is the goal of the company?
2. What is the role of the company in the community?
3. What is the organizational structure of the company?
4. How many levels of management are there?
5. How large is the company?
6. How many employees are there? Salaried? Hourly?
7. What are the various skill levels of the employees?
8. What is the ethnic background of the workers? Supervisors? Management?
9. Are there any bilingual staff in supervisory positions?
10. What experience has the company had with Indochinese (LEP)?
11. What are the companies hiring procedures?
    a. How are the application forms filled out? On-site, outside the company and mailed in, etc.?
    b. What kinds of interviews are there? Who interviews? How are the interviews judged?
    c. What kind of tests are there? Physical, psychological, language, other?
    d. What is the policy on hiring family members/relatives?
12. What are the employment policies? Hours/shifts, benefits (life, health, education), vacation, workdays, sick days, docking, overtime?
13. What are the policies for advancement/promotion?
14. What would be some characteristics or personal qualities that you think are important for the jobs you have available?
15. Are there machines that require the operator to have certain physical abilities?
16. What expectations does the company have for its employees? (Education, work experience, training, prerequisite skills, experience working in American companies or with native English speakers, etc.)

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QUESTIONNAIRE FOR SUPERVISORS

1. What kind of experiences have you had with Indochinese (LEP)?
   If the company has experience with Indochinese or limited English speakers:

   a. What is your opinion about Indochinese workers (LEP's)?

   b. How are the Indochinese (LEP) work habits? (Punctuality, reliability, etc.)

   c. How do the English speaking co-workers feel about the Indochinese or (LEP)?

   d. What can the Indochinese (LEP) do to improve relations with the Americans on the job and on the breaks?

   e. Are there any technical skill areas in which Indochinese (LEP) workers need to be better prepared?

   f. Do the Indochinese (LEP) use their own language at work? Are there any problems because of it? If yes, what kind of problems?

2. What is the physical layout of your factory? (Lunch room, restrooms, time clock, parking, locker, first aid, maintenance).

3. What equipment or tools are supplied by the company and what must be supplied by the employee?

4. What clothing is appropriate/required/furnished?

5. What equipment is appropriate/required?

6. What is the role of the union?

7. What procedures do you follow for absenteeism and tardiness?

8. What safety procedures would you like them to know?

9. What is the procedure for checking in and out?

10. What is the daily routine of a worker?

11. What type of breaks are there? (For lunch, coffee, etc.)

12. Who would the workers report to if they are hurt? If they have paycheck questions? If they need new material? If they have broken machinery?

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QUESTIONNAIRE FOR SUPERVISORS (Cont.)

13. Who else do the workers report or talk to?
14. What areas of English do the workers need help in?
15. What forms do the employees need to fill out? May we have copies?
16. Are there common phrases or words which the Indochinese (LEP) misunderstand?
17. What slang terms do you use that the Indochinese (LEP) have trouble with?
18. What areas of English do the Indochinese (LEP) need help in?
19. What are the common misfunctions of the machines and the slang terms?
20. What can we do to help as VESL teachers?

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QUESTIONNAIRE FOR NATIVE ENGLISH-SPEAKING WORKERS

1. What do you do on breaks? Where do you go?
2. What do the Indochinese (LEP) do during breaks?
3. Is conversation allowed during work?
   What are the main topics of conversation during breaks?
4. What kinds of things do you talk about? (Workers' families, supervisors, company policy, sports, etc.)
5. What do you talk about with your Indochinese (LEP) co-worker?
6. Have the Indochinese (LEP) had difficulties? If yes, what kind of difficulties? (Getting to work on time, etc.)
7. What impressions do you have of the way the Indochinese (LEP) handle the job?
8. In what way does the Indochinese (LEP) co-worker react to the supervisor's instruction?
9. In what way does your Indochinese (LEP) co-worker need supervision?
10. What does the Indochinese (LEP) worker do when there is a problem on the job? Are his or her actions appropriate or inappropriate, effective or ineffective, and why? How does it contrast with the American worker's handling of the problem?
11. To what extent do you socialize with your Indochinese (LEP) co-worker?
12. How do you react when the Indochinese (LEP) workers converse in their own language? If it bothers you, why?
13. How do you modify your English to allow for the limited language level?
14. Aside from language, are there other problem areas? If yes, what are they?
15. Have you had any misunderstandings with the Indochinese (LEP) workers? How did you handle the situation?

TIPS FOR PLANNING AND CONDUCTING JOB-SITE VISITS

After Region V workshop participants visited the sites, they brainstormed a list of suggestions for making such visits successful.

A. Planning the Visit

1. Begin by finding out as much information as you can about the company - its size, type of product or service, etc. Such information can be found by:
   a. Asking the Chamber of Commerce for information.
   b. Using the Industrial Guide
   c. Using the Dun and Bradstreet printouts, available through the Department of Commerce and Community Affairs
   d. Using the Yellow Pages
   e. Asking other people who know the company
   f. Calling the company directly and asking

2. Do not be afraid to call and ask for information about the company.

3. Write a letter explaining who you are and why you will be contacting the company BEFORE you make the call.

4. Have an agency staff member who is familiar with the company staff make the initial phone call.

5. Call the company to confirm your visit 2-3 days before the designated date.

6. Plan your questions before the visit.

7. Find out if there is a union. (This may affect the type of questions you will ask.)

8. Select the best staff person to make the visit. The person should have the ability to ask questions, be concise, and summarize.

9. Consider sending 2 or more people if possible. Each person can look for different things or talk to different people.

B. Conducting the Interviews

1. Dress appropriately.

2. Clearly explain the purpose of the visit at the beginning of the visit. Re-explain the purpose to each person you meet.

3. In your introductions, tell the company staff that the information is confidential. Indicate that the visit is an educational experience for you (us) and that it is not public information.

4. Be clear on the information you need. Ask specific questions and stay on task.

5. Identify all possible employment areas for refugees. Make suggestions for possible jobs - the employer may not realize the possibilities.

6. Ask for printed materials - job orientation manual, job descriptions, etc.

7. Find out if job descriptions overlap and if employees perform other tasks in addition to what they were hired to do.

8. Check advancement and job security opportunities.

9. Walk around and formally or informally talk to the employers and employees.

10. Observe the working and social interaction. Do the employees and foreman spend the break together or separately? Is the atmosphere "open" or "closed"?

11. Identify the staff who train the employers and the kind of training offered.

12. Write down the language you hear. Ask the employer how much and what kind of English is needed in the skill areas of listening, speaking, reading, and writing. Assess the language needed for filling out forms and performing tasks.

13. Do not be afraid to ask clarifying questions, especially when special vocabulary or jargon is used, as "johny mop".

14. Send a follow-up thank you letter.

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THE FUNCTIONAL APPROACH TO VESL MATERIALS DEVELOPMENT

RESOURCES FOR IDENTIFYING COMMUNICATIVE FUNCTIONS

The first stage of VESL materials development involves the identification of the roles and communication functions, that is, who is talking to whom, what the situation is and "why" they are communicating. There are two useful sources for communicative functions that relate to the job-site. The first is the list of functions from Industrial English and the second is the list of functions covered in the text English for Your First Job. Both are useful references for VESL teachers who are trying to identify the language requirements for a job.

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LANGUAGE FUNCTIONS

1. Numbers: counting.
2. Spelling your name.
3. Identifying objects by codes.
4. Identifying yourself at work.
5. Simple physical instructions.
6. Correcting someone politely.
7. Pronouncing and spelling your name clearly.
8. Greetings and farewells.
9. Simple physical instructions.
0. Identifying a personal object.
11. Instructions for a simple manual job.
12. Talking about your family.
13. Greeting: after a weekend.
14. Telling the time, asking and answering questions about time.
15. Reading printed times.
16. Greetings: at the start of the day.
17. Greeting and responding.
18. Instructions for a job sequence.
19. Alerting someone to look out for something in a job sequence.
20. Instructions for collecting.
21. Introducing yourself.
22. Introducing other people.
23. Farewell at the end of the day.
24. Indicating location of an objective.
25. Polite requests.
26. Making personal contact with a colleague.
26. Exchanging personal information with a colleague.
27. Identifying yourself in the factory.
28. Indicating location.
29. Instructions.
30. Talking about measurements.
31. Repeating and responding when not understood.
32. Indicating failure to hear or understand.
33. Requesting help.
34. Repeating instructions back.
35. Writing down measured quantities.
36. Talking about weight.
37. Repeating what someone has said to a third person.
38. Listening and repeating the basic essentials of a message.
39. Responding to a request for help.
40. Passing on information to a third person.
41. Reporting back a message.
42. Listening to, repeating, and passing on information.
43. Apologizing.
44. Asking for an explanation about something wrong.
45. Asking for attention and acknowledging.
46. Giving information about your workplace and job.
47. Describing a person's appearance.
48. Indicating physical position and directions.
49. Showing someone around home and workplace.
50. Understanding and talking about a diagram.
51. Describing mechanical processes.
52. Indicating sequence and logical relationships in a process.
53. Understand and talking a diagram.
54. Indicating important personal responsibilities.
55. Explaining how you carry out a process.

LANGUAGE FUNCTIONS

56. Explaining how you carry out a process.
57. Describing the actions in sequence of your job.
58. Giving warning of danger.
59. Inquiring about possible dangers.
60. Instructions on safety for jobs.
61. Pointing out a hazard.
62. Reporting minor personal injuries.
63. Understanding safety notices.
64. Understanding fire precautions.
65. Asking for and giving an explanation of a fault.

FROM: Industrial English, T.C. Jupp and S. Hodlin, Heinemann Ed. Books, 1975.
Linda Mrowicki, "VESL Materials For The Job-Site." January 26 and 27, 1982.

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FUNCTIONAL OVERVIEW OF TEXT

Unit A
* Asking about and identifying fellow workers and supervisors
* Reading name tags
* Understanding alphabetical sequence

Unit B
* Following directions to make something by watching another person
* Following directions to make something by looking at a model or sample piece of finished work
* Following directions to make something, when such directions have color-coded patterns
* Understanding number sequences
* Introducing yourself to a co-worker

Unit C
* Following spoken directions with accompanying gestures in order to put things away, based on a code system. (e.g., a warehouse)
* Reading letter and number codes
* Requesting repetition of directions, by indicating that directions given have not been understood
* Acknowledging that you understand directions given
* Following spoken directions to get or bring an item from inventory or warehouse stock

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Unit D
* Following spoken directions for cleaning
* Understanding spoken directions which have references to places or objects in the immediate work area
* Understanding spatial terms when spoken
* Understanding physical gestures used to indicate spatial terms
* Asking clarification about job assignments and directions
* Following a series of spoken directions
* Orally reporting that work is completed

Unit E

* Understanding oral feedback about quality of work in relation to mistakes in assembly
* Understanding oral feedback about mistakes made in putting things away
* Understanding oral feedback about working too slowly and about incomplete work
* Acknowledging positive or negative oral feedback

Unit F

* Recognizing safe and unsafe practices in relation to:

  restricted areas
  special clothes
  smoking
  fire
  lifting
  paying attention
  putting things away

Unit G

* Reading work schedules
* Reading company rules for work hours
* Reading time cards and time clocks
* Talking to fellow workers about preferences in work schedules
* Talking to fellow workers about daily schedules

Unit H

* Asking a fellow worker to join you on a break
* Understanding company policy about where and when to take breaks
* Asking/telling where a fellow worker is
* Talking to a fellow worker about last weekend
* Talking to a fellow worker about next weekend

Unit I

* Telephoning in sick for yourself, in a large factory
* Telephoning in sick for yourself, in a small business
* Telephoning in sick for another person (family member)
* Reading company rules for reporting sick
* Describing simple illnesses
* Talking or asking about a fellow worker who is out sick
* Greeting a fellow worker just returning from being out sick

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Unit J

* Asking for your paycheck
* Signing for your paycheck
* Reading a paycheck to identify gross pay, net pay, and deductions
* Filling out a W-4 form
* Talking about your family with a fellow worker

From: English For Your First Job, D. Prince & J. Gage, 1981.

VESL LESSONS

Each VESL lesson should identify the communication function, situation, grammatical structures and necessary information about the culture and the communication. Participants examined and discussed sample lessons which could be used at various work-sites.

LESSON CONTENT

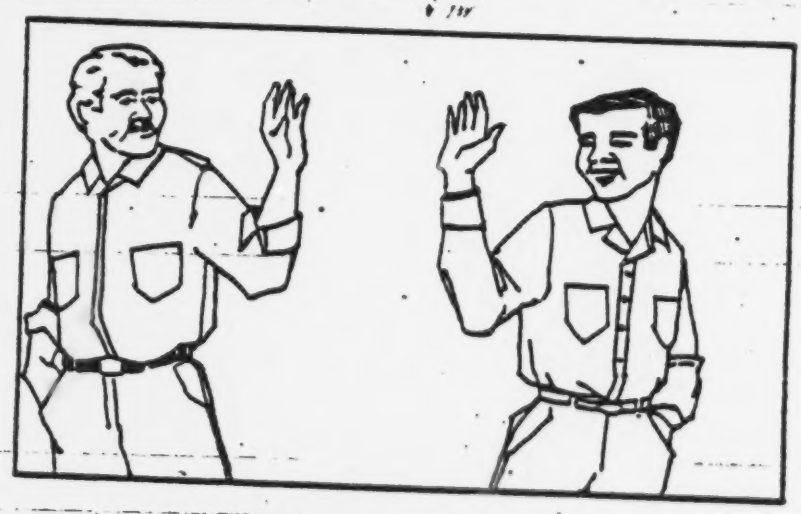
FUNCTION	GRAMMATICAL STRUCTURES	VOCABULARY	SITUATIONS	INFORMATION ABOUT COMMUNICATION	INFORMATION ABOUT CULTURE
*EXAMPLE ONE - UNIT TWO - "SAYING GOODBYE					
Leavetaking Confirming	Previous: - New: See you (receptive)	Goodbye Tomorrow at (time)	At work	Importance of confirming	Importance of being punctual
*EXAMPLE TWO - UNIT 103 - "meeting New People"					
Initiating social contact	Previous: - wh questions with present tense	Occupations	Break-time at work	Reciprocal questions	Acceptability of initiating social contact with other workers

* From A New Start, Mrowicki/Furnborough, Heinemann, 1982.

1 SAYING HELLO

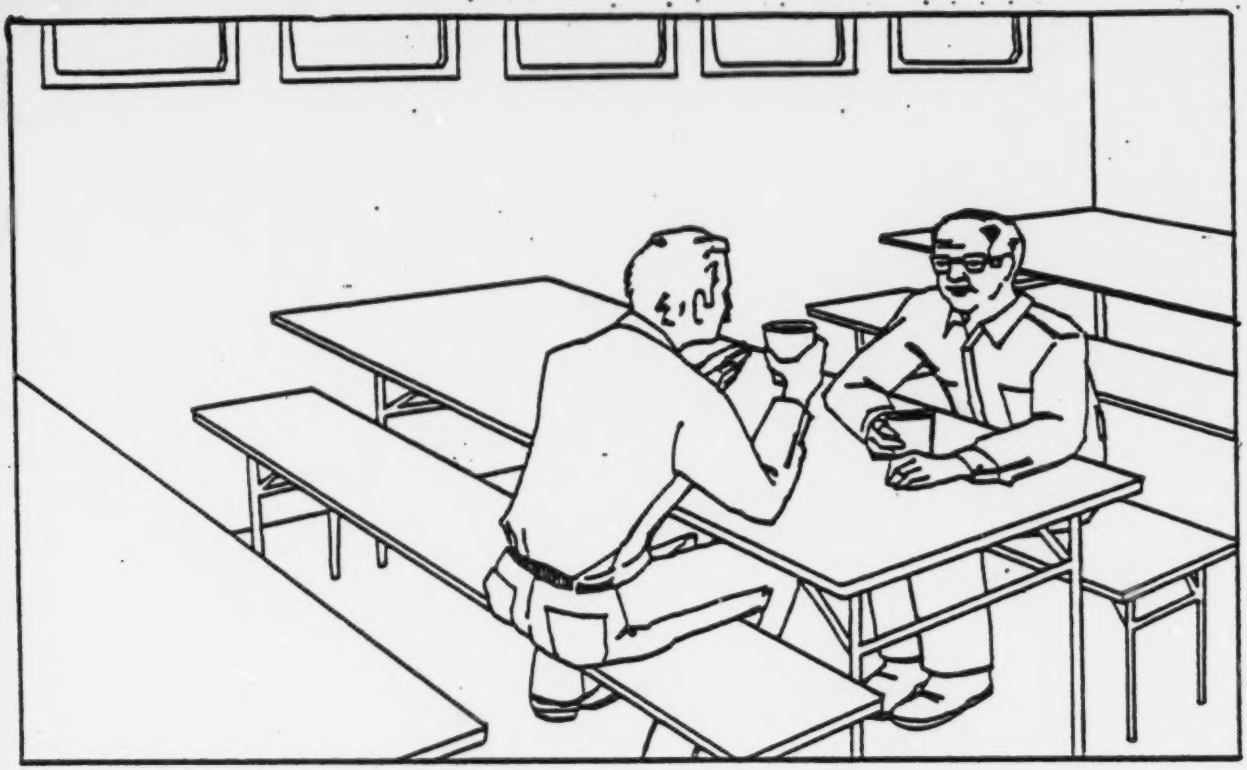
Mary: Hello. How are you?
Somsy: Fine, thank you. How are you?
Mary: Fine, thanks.

2 SAYING GOODBYE



John: Goodbye, Moua.
Moua: Goodbye.
John: See you tomorrow at 9:00.
Moua: Yes, tomorrow at 9.

1 From: A NEW START, Mrowicki and Furnborough. Heinemann Educational Books, Inc.



John: Hello. What's your name?
Tuan: Tran Anh Tuan. What's yours?
John: I'm John Smith. What do you do?
Tuan: I'm an assembler. What's your job?
John: I'm a mechanic.
Tuan: I see.
John: Do you live near here?
Tuan: Yes, on Gold Street. Where do you live?
John: On Gold Street, too! Oh, there's the foreman. See you later.
Tuan: Bye.

133 From: A NEW START, Mrowicki and Furnborough. Heinemann Educational Books, Inc.,

ASKING THE SUPERVISOR'S/SISTER'S PERMISSION

Context: The domestic's routine is likely to be fairly rigid, and any deviations from it will need permission.

Language Function: The domestic asks permission of a supervisor/nurse.

Structure: Present simple questions with Can.

Equipment: Slides, clockfaces, etc.

Present a number of situations in which a domestic might need to ask permission of a supervisor or nurse, using slides, or mime.

Examples: going off duty early
giving tea to a patient on a diet
cleaning an office at a particular time
leaving the ward for a personal reason, etc.

Present and practice the following way of asking permission.

Can I go off early this afternoon, please?
Can I clean your office now, sister?
Can I leave the floor till tomorrow?
Can I go down for coffee now please?
Can I go to see the staff health nurse please?
Can I wake Mr. Evans for his tea?
Can I give some water to Mrs. Jones?

from: English for Domestic Staff, by Elizabeth Laird, Pathway Centre, Southhall, United Kingdom.

Linda Mrowicki, "Developing VESL Materials for the Job-site". January 26 and 27, 1982

1/21/82

HOW TO TELL SOMEONE YOUR NAME

Context: Students may panic if they are not understood immediately when giving their name. They may repeat their name hurriedly and unclearly or may relapse into silence. This item aims to teach them to repeat themselves slowly and clearly.

Language function: Clarifying a misunderstanding. The student takes the part both of initiating and responding.

Structure: Present tense question. What's your name?

Pronunciation: It is important to get the idea of misprounciation over to the class, and the idea that other people may have difficulty in pronouncing students' names.

Method: Present the following dialogue with your own name, acting out both sides youself, and using the puppet, cut-out or flashcard to indicate the other person in the dialogue.
Present the following tape item:

Tape item 5: What's your name?
Tony Perkins.
Tony Parker?
No, Tony Perkins.
To-ny Per-kins.
Oh, I see, Tony Perkins.
Yes, that's right.

Listen

Now get the whole class to respond with their own names to the second part of the tape item.

What's your name?

Sorry?

I beg your pardon?

O, I see, I've got it now.

FROM: English for Catering Staff, Elizabeth Laird, Pathway Centre, Southhall, United Kingdom.

Linda Mrowicki, "Developing VESL Materials For The Job-Site." January 26 and 27, 1982

1/21/82:sbm

LEARNING ACTIVITIES

There is a wide variety of ESL activities which can be incorporated into VESL materials. Three of the most useful are described in the following handouts.

COMMUNICATIVE DIALOGS

WHAT THEY ARE: Interchanges between people in a "real-life" situation. An example is the interchange between a foreman and assembler in a factory. The students practice the role that is relevant to them (the assembler). The other role is intended for listening comprehension (foreman).

WRITING A DIALOG:

1. Identify the communication needs of the students.
2. Choose situations and topics that are relevant to students.
3. Keep the language natural!
   The language for the students' role should be controlled, etc. - the utterances should be within their linguistic capacity. The language for the "other role" should not be as tightly controlled. Remember - in the "real world", students have to interact with people who do not limit their utterances to the language students have "mastered".

TEACHING THE DIALOG:

1. Set the context. (Visuals, realia, explanation of setting, etc.).	
2. Say the dialog.	Students listen.
3. Ask comprehension questions as appropriate. (Who is talking?/ Why are they talking?/ Where are they talking?/ What are the emotional states of each person?, etc.)	Students respond (individually).
4. Say the dialog again.	Students listen.
5. Say the dialog.	Students repeat the role(s)targeted for them to learn. (Class/group/ individually).
6. Say the "other part".	Students fill-in the targeted role. (Class/group/individually).
7. Role-play: Ask a student to come to the front of the class. Role-play the situation. Vary your speed and language to more closely approximate the uncontrolled, unstructured situations in the real world.	

EXERCISE FOR PRACTICING ORAL INSTRUCTIONS

Receptive:	1. Say the instructions.	Students listen.
	2. Say each and perform the action.	Students listen and watch.
	3. Say the instructions.	Students perform the actions. (Class or individually).
	- - - - - - - - -	
Productive:	4. Say each instruction.	Students repeat. (class/group/individually).
	5. Direct students to say the instructions. Perform the appropriate action after each instruction is given you.	Students say the instructions.
	6. Divide students into pairs.	Student A: Says the instructions. Student B: Performs the actions. Students reverse roles.

EXERCISE FOR TEACHING SIGNS

	1. Establish the meaning of the language on the sign. (Demonstration, explanatin, translation, etc.)	
	2. Say the language.	Students demonstrate comprehension.
	- - - - -	
Written:	3. Show the sign or write the language on the blackboard.	
	4. Read the sign.	Students listen.
	5. Read the sign again.	Students repeat. (Class/group/individually)
	6. Show distinguishing features of the words: sounds, patterns, etc.	
	7. Point to the sign.	Students read. (Class/group/individually)

WORKSHOP PARTICIPANTS'S LESSONS

MAY 1983 WORKSHOP

Workshop participants had the opportunity to visit a bank, assembly factory, or hotel. The purpose of the visit was to identify information and language which would be the basis for VESL materials. After the visit, participants wrote a brief description of the company, a description of a worker's job tasks and communication requirements, and a VESL lesson.

ASSEMBLY FACTORY DESCRIPTION AND VESL LESSON

Peter Walton

DESCRIPTION: Assembly Factory

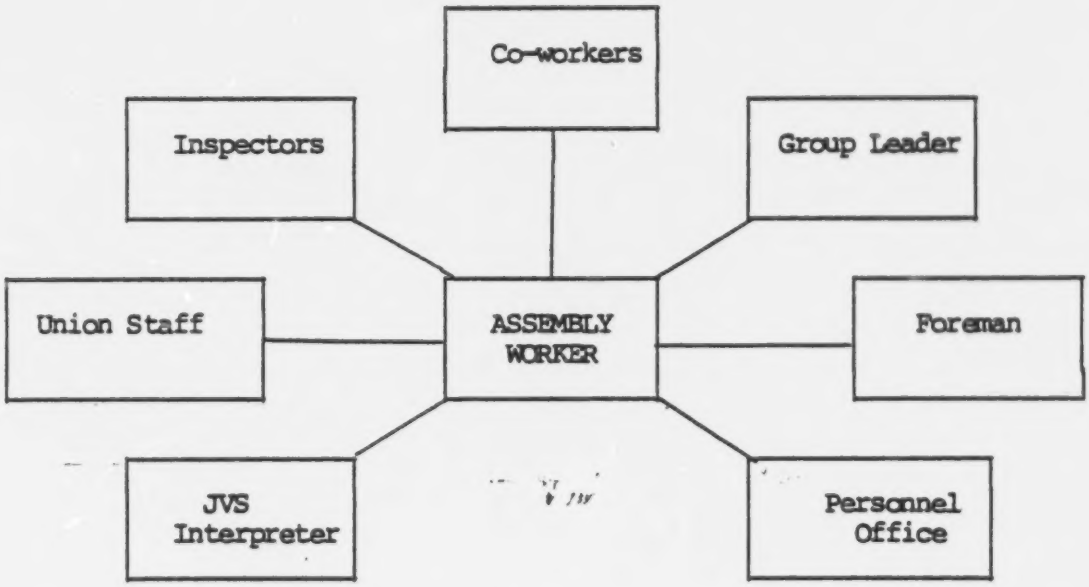
Size	400 employees and 35 managers
Location	Urban, industrial
Types of Jobs	Assembly and simple machines, non-skilled, technical-skilled
Levels of English Company Wants:	No English is needed for non-skilled worker
Levels of Management:	Group leader, foreman and management
Wages/Advancement/ Job Security:	Approximately $5/hour. (20¢/hr. more for night shift)
Unions:	Closed shop
Ethnic Make-up:	65% Spanish, 25% Polish, 10% mixed
Dress:	Not specific
Experience with Ethnic Groups:	The majority are always Spanish.
Problems:	No real problems - only isolated problems. Situation is considered good.
General Communication:	Newsletters in English, Polish, Spanish, when 30% of the company is composed of one ethnic group the new language is added
Management:	Group leaders are Spanish and one Polish. Some foremen are bilingual. Most workers and most management are monolingual.
Hiring Procedures:	Application forms are picked up from the office and mailed in. They can be filled out by the individual or a surrogate. Experience is considered in hiring within quotas. Answer to reaction of hiring first Indochinese - hire more!
Community Relationships:	Company moved from a Spanish area to a Polish area. Now employees are Poles.
Work Hours:	2 shifts. 2 coffee breaks, lunch or dinner break. Night shift is not at full level.
Future Opportunities:	Restricted hiring. Names kept on books for 6 months.
Lay Offs:	Based on seniority
Special Observations:	Safety rules are demonstrated to non-Spanish/Polish/English. Competition is encouraged between lines which do the same work. They are paid hourly - not per amount produced. The foreman interviewed is convinced he can demonstrate a job to anyone. General information is explained to new employees in their own language (JVS supplies translators). (Content: sickness, toilet, pay, etc.) Worker complaints go to the foreman and then Personnel.
Problems/Complaints:	No complaints or problems with the Indochinese.

Peter Walton

ASSEMBLY WORKER

I. Job Task: - 1. Operates a machine
2. Assembles parts

II. Sociogram: - The assembly worker interacts with:



III. Communication Functions: Between the drill operator and the group leader and/or foreman:

	Drill Operator	Group Leader/Foreman
Work:	Requesting parts Reporting errors or problems with parts or machines Complaining Describing illness	Requests information about problems

Peter Walton

Assembly Worker VESL Lesson

Function: Requesting.

Vocabulary: Previously learned: Washers, bobbins, I-bars, brackets, rotors.
New: A lot of/a few.

Grammatical Structure: Count and non-count nouns.

Situation: The assembler requests parts from a co-worker.

Materials: Containers of washers, bobbins, I-bars, etc.

Activities:

1. Take the washers and put a few into one container and a lot into another.
   Say: "I put a lot of washers into one container."
   "I put a few washers into the other container."

2. Point to one container.
   Say: A lot of wshers. Students listen.
   Say: A lot of washers. Students repeat.

   Point to the other container.
   Say: A few washers. Students listen.
   Say: A few washers. Students repeat.

   Point to one container.
   Ask: "How many?"
   Students say: "A few (a lot)."

3. Continue the above steps with bobbins, I-bars, etc.

   After all students have correctly responded, go on to the next step.

4. Give a student all the washers.
   Say: "I want the washers." The student gives them to you.
   Introduce "I need" in the above manner.
   Use all the various parts.

5. Give a student the washers.
   Say: "I need a few washers." The student gives you a few.

   Continue with all parts and vary the requests with "a few" and "a lot of."

6. Say: "I want a few washers." Students repeat. Continue to model all statements with students repeating.

7. Divide students into pairs or small groups.
   Pass out the parts.
   Students request parts from each other using the language practiced.

BANK DESCRIPTION AND VESL LESSONS

Marian Thacher

DESCRIPTION: Bank

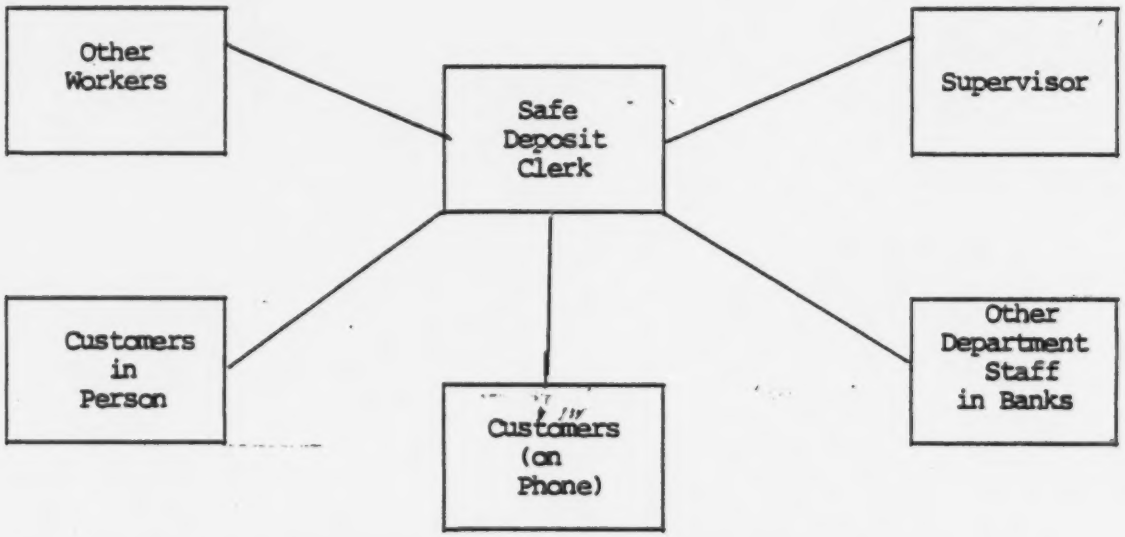
Size:	135 employees
Location:	Northwest side of Chicago (urban, white, ethnic)
Types of Jobs:	Proof operator, vault clerk, check filer, mail room clerk, typist, teller
Level of English Required for Job	Variable, from "enough to be interviewed" to "good communication skills"
Levels of Management:	Many different job levels
Union:	None
Ethnic Make-up:	28 language groups, largest group was about 7 Russians. No large proportion of any one group. Wide variety, including Russian, Ethiopian, Pakistan, Iranian, Hispanic, Chinese, etc.
Dress:	Formal
Problems with some Ethnic Groups:	1. Some language problems, especially with talking on phone to customers 2. Compaints from other employees about groups sticking together and speaking native language 3. Rule that native language spoken on breaks only 4. Few if any black foreign born
Management:	Monolingual
Community Relationship:	Like to hire people in the neighborhood
Hours:	Both day and afternoon shift
Hiring:	Almost never place a newspaper ad. (Except for management positions) Hire walk-ins and referrals from current employees.
Special Observations:	1. Customers calling in are often mad or frustrated already; they are difficult to deal with. 2. A company picnic is held every year; all groups come. There is also an ethnic potluck once a year.

Marian Thacher

SAFE DEPOSIT VAULT DESK CLERK

I. Job Tasks - 1. Takes customer requests
2. Answers the phone
3. Does some paperwork and recordkeeping (such as, filling out sign-in sheets)
4. Files checks (requires ability to alphabetize and read names and addresses)

II. Sociogram - The safe deposite vault desk clerk interacts with:



III. Communicative Functions between the clerk and the supervisors:

	Clerk	Supervisor
Work	Requests help or explanation	Gives instructions, makes requests to clerk to do something
	Requests raises, time-off, etc., "argues" politely	Sets deadlines
		Responds to requests
Social	Greetings	Greetings
	Social conversation	Social conversation

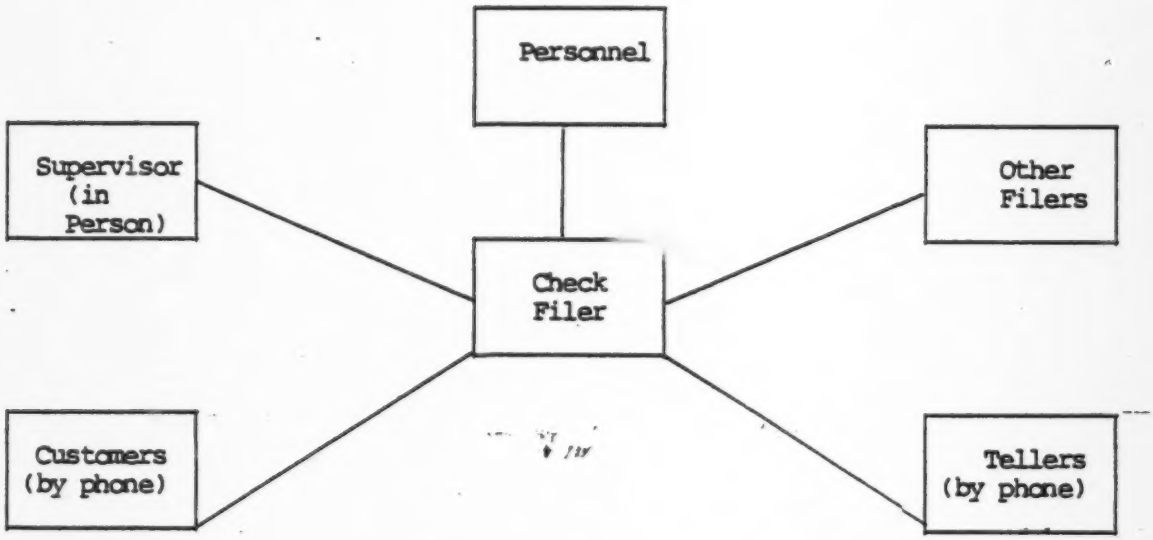
Marian Thacher

CHECK FILER IN A BANK

I. Job Tasks - 1. File checks

2. Takes phone requests for information from tellers

II. Sociograms - The check filer interacts with:



III. Communicative Functions between the check filer and the bank teller:

	Check Filer	Teller
Work	Looks up information and gives it over the phone	Requests information
	Asks for clarification	Answers
Social	Greetings	Greetings
	Social exchange	Social exchange

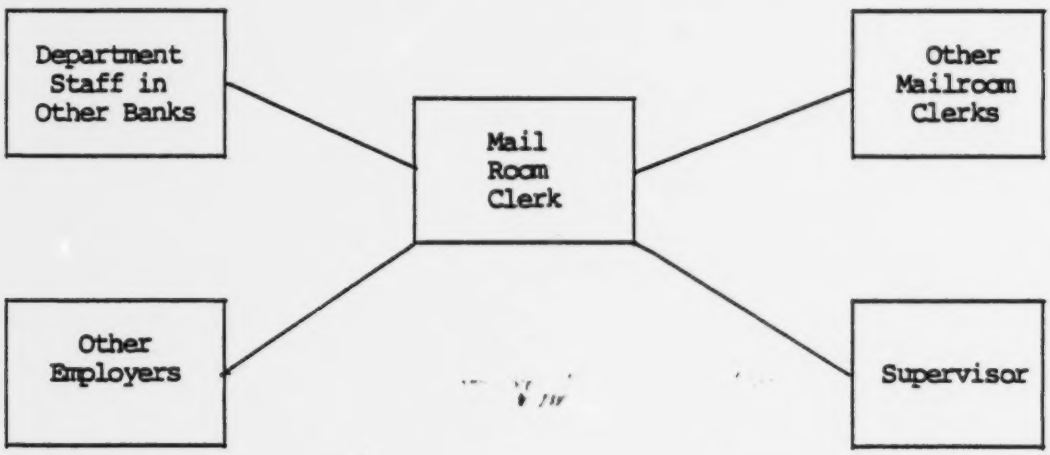
Marian Thacher

MAIL ROOM CLERK IN A BANK

I. Job tasks - 1. Receiving mail

2. Delivers packages to banks downstown and brings packages to bank (sometimes carries $3 million). Requires ability to read maps, street signs, names and addresses.

II. Sociogram - The mail room clerk interacts with:



III. Communicative Functions between mail clerk and other bank staff

Work	Asks directions	Requests the clerk to wait
	Introduces self	Requests the clerk to come to the bank
	Relays messages	
	Requests return packages	Requests the clerk to sign papers
		Gives directions
Social	Asks for directions	
	Greetings	Greetings
	Social conversation	Social conversation

Marian Thacher

Check Filer VESL Lesson
(Responding to a request and giving information)

Function: Taking phone request for information.

Vocabulary:

Amount	Account number	
Signature	Name	
Date	Address	etc.
Balance	Look up	Find out
Statement	Give me	

Grammatical Structures:

1. Receptive - information questions
   "How much is...
   "How many checks...
   "What check number."
2. Productive - Polite forms of request and response
   "Would you..." "could you..." "Can you..."
   "OK" "Hang on" "Just a minute."

Situation: Check filer receives a phone request for information from a teller.

Information about communication and culture: It is OK to ask for clarification or repetition. Ask specific questions, as "Spell the name, please?", rather than "What did you say?".

Activities:

1. Give every student a copy of a check or a sample check. Explain the meaning of and discuss the vocabulary listed above.

2. Practice giving information from the check.
   Say "Please give me the check number."
   Students say the number.
   Say "Could you read the amount?"
   Students say the amount.

3. One-sided communicative dialog.
   Teller: "Hi, this is Mary. Can you get me the last check number for Andersen, John P.?"
   Clerk: "Hi, Mary. Could you spell the last name please?"
   Teller: A as in apple, n-d-e-r-s-e-n.
   Clerk: "e-n?"
   Teller: That's right.
   Clerk: Okay, hang on... That's e-n-d-e...
   Teller: No, A-n-d.
   Clerk: Oh, sorry. Just a minute. Here it is, John P. Andersen, number 1027 for $12.95.
   Teller: Thanks a lot.
   Clerk: You're welcome.
   a. Students listen to the dialog.
   b. Students repeat the clerk's part.
   c. Student's file in the clerk's part.
   d. Role-play -
      Teacher varies the name, request, spelling, etc.

Check Filer VESL Lesson (Cont.)

Activities: (Cont.)

4. Practice word examples for letters:
   B as in baby.
   D as in dog.
   This could be a game. Divide into 2 teams and give alternately one person from each team a letter. The team gets one point for appropriate response, e.g.
   Teacher: C
   Student: C as in cat.

HOTEL INFORMATION AND VESL LESSONS

Mary Lofquist
Marti Matthews
Jaime Robinson
Mayuree Sciacca
Kathleen Sickles

DESCRIPTION: Hotel

Size:	400 employees, 800 rooms.	
Location	Urban, downtown.	
Types of Jobs:	**Title**	**Skill Level**
Housekeeping	Housekeeping-general	semi-skilled, high beginning (Level 2) English
	Room attendents (maids)	unskilled, high beginning (Level 2)
	Housemen (janitors)	unskilled, high beginning (Level 2)
Stewards	Cooks	skilled, intermediate (Level 3)
Utility person	Dishwashers	high beginning (Level 2)
	Waiters	semi-skilled advanced (Level 4)
	Stewards	semi-skilled, high beginning intermediate
	Night cleaners	unskilled, high beginning (Level 2)
Clerical/reception	PBX (telephone switchboard)	semi-skilled, advanced (Level 4)
	Reservation clerk	semi-skilled, advanced (Level 4)
	Bellboy	unskilled, intermediate (Level 3
	Security	skilled, advanced (Level 4)
Laundry	contracted out	

Levels of Management: Owners (used to be a management company in charge)
Hotel Manager
(same level) Personnel Director
Department Heads
Supervisors
Crew workers

Wages: Review every 60 days (union rule) Wage raise every year according to union policy (contract)
Wage raise is based on high performance or good conduct.
Annual performance review as well as the 60 day reviews.

Job Security: Income inconsistent - it depends on business
Union policy determines some promotion from within.
Promotion is based on performance.
Department heads are recruited from outside the hotel.

DESCRIPTION: Hotel (Cont.)

Ethnic Make-up:	300 minority and foreign born employees. (Total is 400 employees)
Dress:	Uniforms as stated in the employee policy.
Distinguishing Characteristics:	Luxury hotel Experienced with ethnic groups. Hired refugees before but there were problems with communication, absenteeism and "call-in" policy
General Communication:	Bilingual staff in food service, but there is a need to deal directly with the worker IN ENGLISH. (Not through translator or agency) Written posters and employee notices in English on bulletin boards
Management:	Bilingual supervisors
Hiring Procedures:	1. Oral screening by Personel Manager 2. Application 3. Department head meeting 4. Reference check No tests are administered
Community Relationship:	n/a
Work Hours and Shifts:	7:45a - 4:15p - Business has 24 hour operation/3 shifts Work hours: less seniority, fewer hours in housekeeping if business slows down. "Old-timers" get full time hours if possible.
Future Opportunities:	Policy is receptive to the hotel hiring non-native Americans Conducts its own training

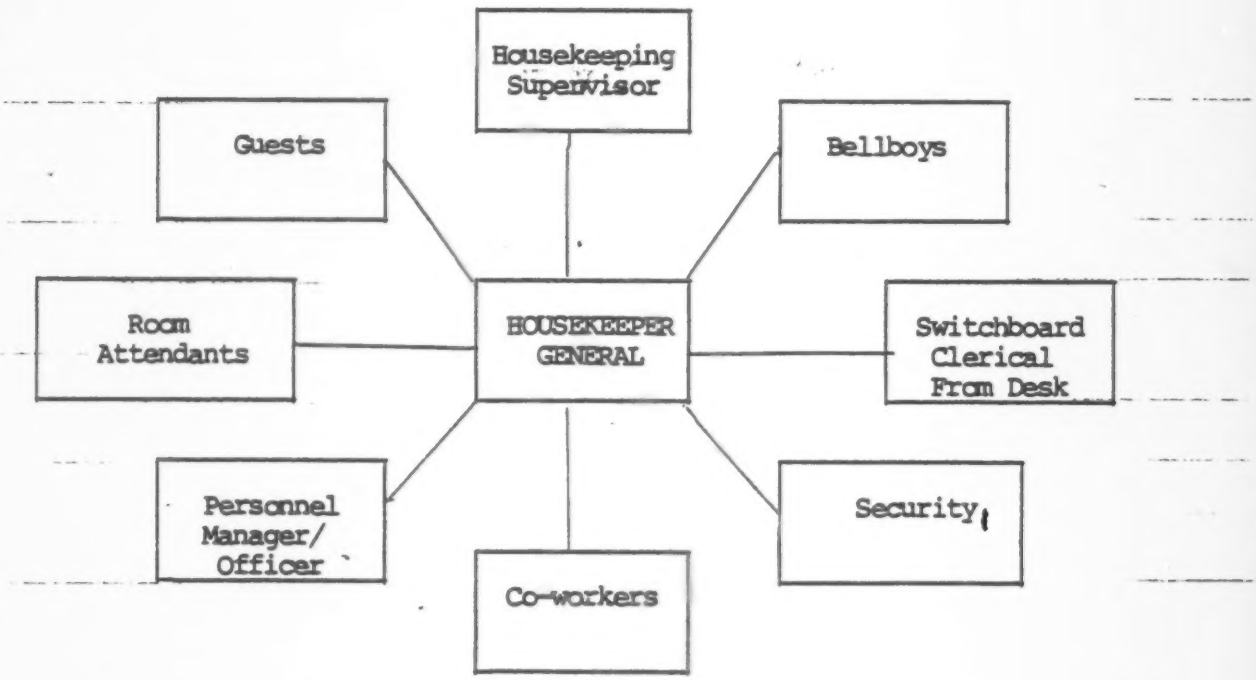
Mayuree Sciacca
Kathleen Sickles

HOTEL GENERAL HOUSEKEEPER
(Janitorial Duties)

I. Job Tasks:

1. Vacuums
2. Picks up trash
3. Empties ask trays
4. Cleans and stocks public washrooms
5. Dusts
6. Cleans mirrors and windows
7. Cleans staircase
8. Polishes staircase railings
9. Responsible for spills, accidents, wet floors, etc.
10. Polishes furniture
11. Waters the plants
12. Gives information to guests (informal basis)
13. Cleans office/reception/front desk area
    (May fill in as room attendent as needed)

II. Sociogram: The general housekeeper interacts with:



Hotel General Housekeeper (Cont.)

III. Communication Functions - between the housekeeper general and the other staff

Work:
- Following directors
- Providing information to guests
- Giving directions
- Telling time
- Responding to requests for help
- Reporting tasks done
- Indicating location of an object
- Following a process
- Asserting one's self in recognition of incorrect information exchange
- Understanding personal descriptions (clothing, height, color, etc.)
- Providing emergency procedures and information
- Indicating a failure to hear or understand
- Reporting the location
- Something wrong
- Requesting equipment and supplies

Social:
- Introducing oneself or other people
- Talking about family
- Greetings
- Exchanging information with co-worker
- Making polite requests

Mayuree Sciacca
Kathleen Sickles

Hotel Housekeeping General VESL Lesson

Function: Following directions.

Vocabulary: Prepositions of location (previously taught).

Grammatical Structures: Imperative.

Situation: Janitor responds to supervision instructions to clean up a spill on the floor.

Materials: Teacher Aides: Pictures of activities (dusting, etc.), prepositional review (by, next, around, etc...)
Diagram of hotel (simplified, showing lobby).

Activities: 1. One-Sided Communicative Dialogs

Tom: "Mr. Davis wants to see you."
Hung: "Now?"
Tom: "Yes, right now." Mr. Davis: "Come in, Hung."
Hung: "Hello. Do you want me?"
Mr. Davis: "Yes, Hung. Go to the lobby[1] and mop up a spill[2]."
Hung: "Where?"
Mr. Davis: "In the lobby[1], near the front desk[3]."
"Make sure the floor is dry."
Hung: "Okay."
Mr. Davis: "Thanks, a lot."

a. Students listen to the dialog.
Students repeat Hung's role.
Students fill-in Hung's role.

b. Substitution - Role-play the dialogs with the following substitutions.

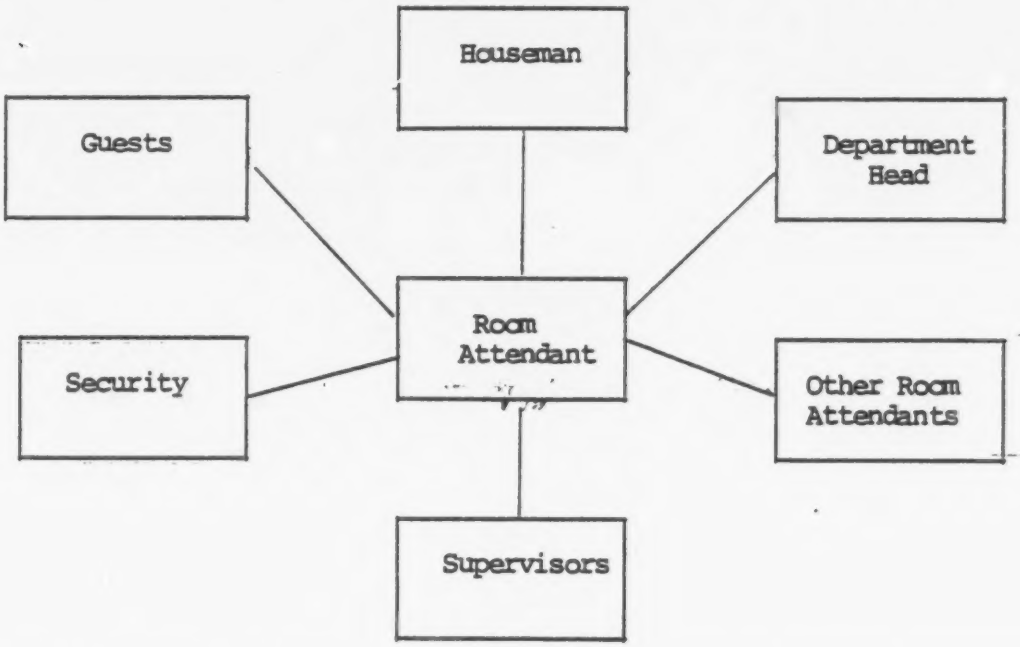
1.	2.	3.
elevator	sweep	by the door
2nd floor	dust	at Room 174
conference room	clean	next to the offic
hallway	pick up	around the corne
manager's office	empty	downstairs

Mary Lofquist
Jamie Robinson

HOTEL ROOM ATTENDENT

I. Job Tasks - 1. Cleans rooms according to standards listed (16 per day)
2. Completes a checklist for each room
3. Accommodates guest's requests
4. Asks for needed cleaning supplies

II. Sociogram - The room attendant interacts with:



III. Communicative Functions between the room attendant and the supervisor

	Room Attendant	Supervisor
Work	Carries out instructions or asks for clarification	Gives instructions
	Requests additional supplies	Tells who to contact for supplies

Mary Lofquist
Jamie Robinson

Hotel Room Attendant VESL Lesson

Function: Understanding and initiating requests. Confirming.

Vocabulary: Linen - towels, washclothes, sheets, bathmat, pillow cases, blanket, bedspread. Laundry.
Names for other workers - guests, houseman, department head, security, supervisor, room attendants.
Colors - purple, pink, blue (colors are used to differentiate among cleaning solutions. Another VESL lesson will concentrate on what solutions are for.)
Clean, phone, call, vacuum.
Vocabulary previously introduced in another VESL lesson - hand soap, key, bed, dresser, desk, table, lights.

Grammatical Structure: Imperative.

Situation: Room attendant and supervisor discuss work assignments and a lack of materials.

Materials: Realia for vocabulary listed above and photos of staff.

Activities: If possible, hold the class in a hotel room.

1. Vocabulary Instruction
   a. Vocabulary Review
      Point to various items in the room and students say the name of the item.
   b. Use realia for the linen items.
      Show the item.
      Say the name. Students listen.
      Say the name. Students repeat.
      Show various items. Students say the correct name.
   c. Use photos for the names of other workers.
      Show the photo
      Say the position title. Students listen.
      Say the position title. Students repeat.
      Show various photos. Students say the correct position title.
   d. Show the various clearning solutions and point to the colors.
      Say the color. Students listen.
      Say the color. Students repeat.
      Point to the color. Students say the correct color.
   e. Use demonstrations for the verbs.
      Demonstrate "calling" on the telephone.
      Ask students and "call" the supervisor. Students perform the activity.
      Students direct other to "call".
      Continue to practice with the other verbs.

Activities: (Cont.) 2. One-Sided Communicative Dialogs

Supervisor -	I want you to go to the 3rd floor and clean all the rooms in the north wing. (4th floor, south wing)
Room Attendant -	3rd floor? (4th floor?)
Supervisor -	Yes, the third (fourth) floor - north (south) wing. Here is a list of the rooms.
Room Attendant -	O.K., rooms 3500 to 3515?
Supervisor -	Correct, here are the keys.
Room Attendant -	Thank you, O.K. (fine).
Room Attendant -	(Not enough towels for work area - calls supervisor for assistance).
Room Attendant -	I need more towels on the 3rd floor.
Supervisor -	Call the house man and ask for more towels.
Room Attendant -	Call the house man? You mean Pete?
Supervisor -	Yes, Pete. Just dial 0500.
Room Attendant -	O.K., thank you.

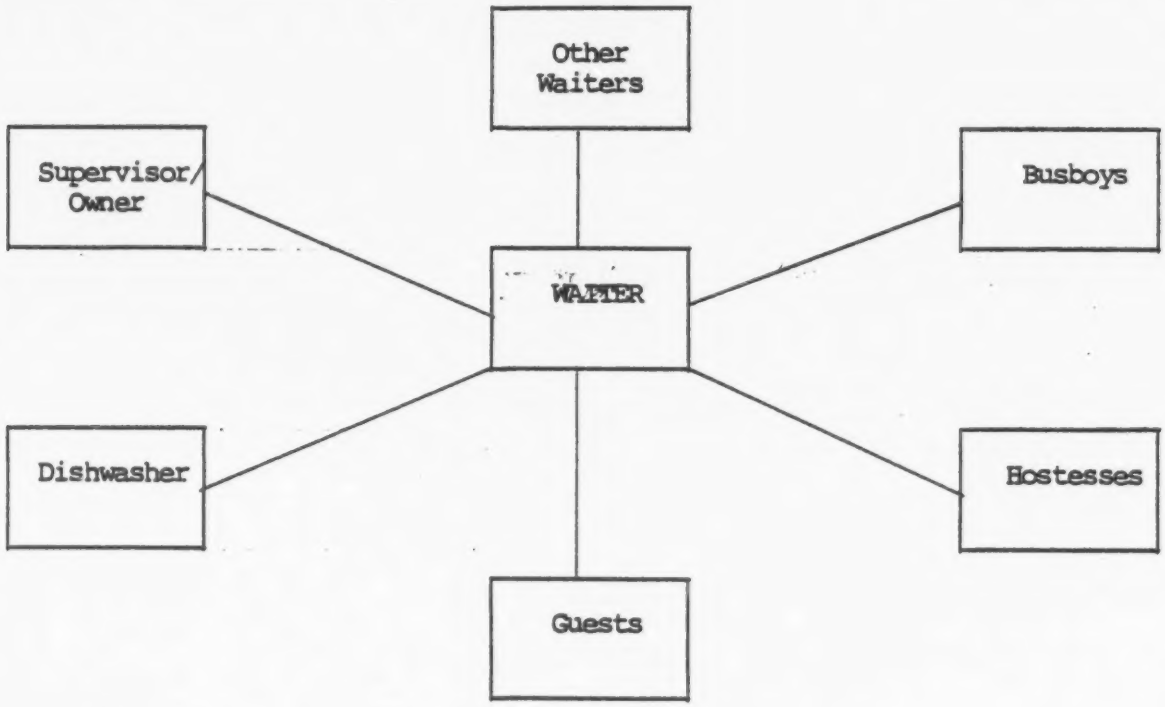
a. Students listen to the dialog.
b. Students repeat the room attendant's role.
c. Students fill in the room attendant's role.
d. Substitute the various items written in parenthesis above.
e. Role-play using a variety of language.

Marti Matthews
Carlyn Nankervis

WAITER

I. Job Tasks - 1. Greets guests, asks if want a cocktail
2. Takes orders
3. Checks to see if place is set
4. Gives orders to the kitchen
5. Serves food
6. Checks to see if everything is alright
7. Refills
8. Takes orders for dessert
9. Gives instructions to the busboy
10. Serves dessert
11. Computes the check
12. Cleans up

II. Sociogram - The waiter interacts with:



III. Communication Functions: Between the waiter and the customer:

Work:	Greeting Requesting orders for food and drink Confirming orders Checking to see if everything is alright	Greeting Ordering food

Carlyn Nankervis
Marti Matthews

DESCRIPTION: Restaurant Waiter VESL Lesson

Function: Understanding requests - Taking the order from a customer

Vocabulary: Receptive - Food items for the customer's order (menu items, drinks, etc.)

Grammatical Structure: Receptive - "Can I have _____?/Do you have_____?/I want/ I would like _____."

Productive - "May I take your order?/What would you like?"

Situation: A waiter takes a customer's order in a restaurant.

Information about communication and culture: Take the order from the "host" of the group unless he indicates that a person will give his/her own order.
Some groups may request "separate checks".
You may wish to double check the accuracy of the order.

Activities:

1. One Sided Communicative Dialog
   Waiter: May I take your order?
   Customer: Yes. I want a medium-rare steak with mashed potatoes.[1][2]
   Waiter: What would you like on your salad?
   Customer: French dressing[3]
   Waiter: Would you like something to drink? Customer: Black coffee[4]

   a. Students listen to the dialog
   b. Students repeat the customer's role
   c. Students fill in the customer's role

2. Substitution - Role-play the dialog with the following substitution

   a. Fried chicken
      Hamburger
      (today's "special")

   b. Baked potato
      French fries
      Mixed vegatables
      Corn "

   c. Italian dressing
      Oil and vinegar dressing
      Blue cheese "
      Russian "

   d. Ice tea
      A small Pepsi
      Water
      Coffee with cream

   e. Can I have
      Do you have
      I would like

Materials: Pictures of food or real objects
Sample menu (3 or 4 items)
Actual set up of restaurant for the role-play
(Possibly a visit to a restaurant)
Dialog and paper for students to take orders on
Games for drilling food items

JANUARY 1982 WORKSHOP

Participants at this workshop had the opportunity to visit a hospital, an assembly factory, or a machine tool/welding factory. After the visits, participants developed VESL lessons. Listed below are the individuals who wrote the following VESL lessons.

Jerri Crabtree	Black Hawk College, Moline
Lillian Fricu	Danville CCSD #118
Kathleen Sickles	"
Nell Sudikatus	Dr. King Education Center, Kankakee
Peggy Dean	Elgin YWCA
Judith Diamond	"
Daryl Ettner	"
LuAnn Lamp	"
Arlene Ruttenberg	Lutheran Child and Family Services
Jean Lennon	Joliet Township H.S.D. #204
Donna Talbot	"
Nancy Ferro	Rock Valley College, Rockford
Marty Cies	Sauk Valley College, Dixon
Judy Williamson	"
Walter Calgaro	Truman College, Chicago
Kamla Koch	"

A. MACHINE TOOL WORKER

Function: Requesting help.

Grammatical Structures: New: Would you..., Could you..., Can you...

Vocabulary: Life, move, check a set-up. "Looks O.K. to me."

Situation: Work - Requesting help from a co-worker.

Information About Communication and Culture: It's appropriate to seek help from an experienced co-worker.

Materials: Following the steps outlined on page 14, teach the interchange below: (Students practice Hung's role).

Requesting Help (Machine Tool)

Hung: Could you check my set-up? . .

Joe: Just a minute.

Hung: O.K.

Joe: Looks O.K. to me.

Hung: Thanks.

Hung: Could you check my set-up?

Joe: Yeah, I'll do it in a minute.

Hung: O.K.

Joe: This isn't right. You got to change this. Then it'll be O.K.

Hung: Thanks alot.

Additional vocabulary to substitute:
Would you...? Joe: Hang on. Coming.
Can you...?

Additional phrases to substitute:
Can you help me move this?
give me a hand?
help me lift this?

B. MACHINE TOOL WORKER

Function: Following simple physical instructions.

Grammatical Structures: Verb + noun (imperative).

Vocabulary: Tighten, loosen, a bit.

Situation: Work - Correcting a set-up on machine tool.

Information About Communication and Culture: It is essential to confirm questions.

Materials: Following the steps outlined on page 14, teach the interchange below. (Students practice Hung's role).

Simple Physical Instruction (Machine Tool)

Joe: Tighten that bolt. (Vise, screw, nut, clamp, etc.)

Hung: Like this?

Joe: No, that's too tight. Loosen it a bit.

Hung: How's that?

Joe: Fine.

Hung: Thanks.

Additional verbs: Raise, lower, move it up, move it down.

C. MACHINE TOOL WORKER

Function: Indicating a failure to understand.

Grammatical Structures: Present/past negative statements.

Vocabulary: "I don't understand." "Say it again." "What did you say?" "Tell me again."

Situation: Work - Checking set-ups.

Information About Communication and Culture: It is important to correct or confirm what you have heard, so it is possible to teach yourself new vocabulary.

Materials: Following the steps outlined on page 14, teach the interchange below. (Students practice Hung's role).

Indicating Failure to Understand (Machine Tool)

Joe: Tighten that bolt.

Hung: Sorry, I can't hear you.

Joe: I said, tighten that bolt. (Louder)

Hung: Which one?

Joe: That one.

Hung: Is this O.K.?

Joe: Ya.

Hung: Thanks.

Joe: You need to align that.

Hung: What's align?

Joe: (Showing him). Watch, like this.

Hung: Oh-thanks. What's that word again?

Joe: Align.

Hung: Great. Align, thanks again.

A. SIMPLE ASSEMBLY WORKER

Function: Requesting help.

Grammatical Structures: Verb plus noun (imperative), verb plus particle, demonstrative pronouns.

Vocabulary: Move.

Situation: Work - Machine malfunction.

Information About Communication and Culture: It is important to ask for help when something goes wrong - you do not "lose face".

Materials: Following the steps outlined on page 14, teach the interchange below. (Students practice the role of the worker).

Worker: Help me.
Supervisor: What's wrong?

Worker: The machine broke.
Supervisor: What happened?

Worker: (Points) Here.
Supervisor: O.K. We'll take care of it.

B. SIMPLE ASSEMBLY WORKER

Function: Following simple physical instructions.

Grammatical Stuctures: Demonstrative pronouns, verb + noun (imperative).

Vocabulary: Move over, take, take out, pull down, put in.

Situation: Work - Assembly line.

Information About Communication and Culture: Supervisors are above workers in the hierarchical structure of the company.

Materials: Following the steps outlined on page 14, teach the interchange below: (Students practice the role of the worker).

Supervisor:	Move over to that machine.
Worker:	That one?
Supervisor:	Yes, mm-hum.
Worker:	(Sits down)
Supervisor:	Take this.
	Put it (in) here.
	Pull down.
	Take it out.
	Put it here.

C. SIMPLE ASSEMBLY WORKER

Function: Indicating a failure to understand.

Grammatical Structures: Verb + noun (imperative).

Vocabulary: Understand, say, again, show, try.

Situation: Work - Assembly line.

Information About Communication and Culture: 1) It is important to seek clarification when you do not understand. 2) It is appropriate to admit when you do not understand something. Neither you nor the other person "lose face".

Materials: Following the steps outlined on page 14, teach the interchange below. (Students practice the role of the worker).

Supervisor: .....,
Worker: I don't understand. Say it again.
Supervisor: Take this.
Put it (in) here.
Pull down.
Take it out.
Put it here.
Do you understand?
Worker: Yes. (Worker demonstrates).
or: No. Show me.
(Supervisor demonstrates).
Supervisor: Now, do you understand?
Worker: Yes. (Or - "I'll try").

D. SIMPLE ASSEMELY WORKER

Function: Warning someone of danger.

Grammatical Structures: Don't + verb + noun. (Negative imperative)

Vocabulary: No smoking, "O.K.", "Cool it".

Situation: Work - Break-time.

Information About Communication and Culture: 1) It is important to verbally indicate that you understand something. 2) You do not "lose face" when someone indicates that you should stop doing something.

Materials: Following the steps outlined on page 14, teach the following interchange below. (Students practice the worker's role).

Supervisor: Cool it!
Worker: What?
Supervisor: Don't smoke here.
Worker: I don't understand.
Supervisor: No smoking! (Points to the sign)
Worker: O.K. (Worker or supervisor smuffs out the cigarette).

or:

Supervisor: Cool it!
Worker: What?
Supervisor: Cut the smoking!
Worker: I don't understand.
Supervisor: No smoking (Supervisor takes the cigarette and puts it out).

E. SIMPLE ASSEMBLY WORKER

Function: Greeting after a weekend.

Grammatical Structures: Past tense, possessive pronouns.

Vocabulary: Clean, rest, fish, visit, work, how.

Situation: Work - break-time, lunch.

Information About Communication and Culture: 1) Reciprocal questions are a part of social conversation. 2) Americans are not "nosey". Talking about one's weekend is common.

Materials: Following the steps outlined on page 14, teach the interchange below: (Students practice both roles).

Worker A: Hi _____, how was your weekend?

Worker B: O.K. Yours?

Worker A: O.K. What did you do? *

Worker B: I cleaned the yard. (Rested, fished, visited my neighbors, etc.)

*Taught as /dija/.

A. FOOD SERVICE WORKER

Function: Requesting help.

Grammatical Structures: Statements with "be".

Vocabulary: "What's the matter?", custodian.

Situation: Work - Machine malfunction.

Information About Communication and Culture: It is appropriate to state a problem when one occurs.

Materials: Following the steps outlined on page 14, teach the interchange below: (Students practice A's role).

A. The dishwasher is broken.
B. What's the matter?
A. I don't know. It won't work.
B. Call the custodian.

B. FOOD SERVICE WORKER

Function: Following simple instructions.

Grammatical Structures: Verb + noun. (Imperative)

Vocabulary: Turn off, push, button.

Situation: Work.

Information About Communication and Culture: It is important to say when you do not know how to do something.

Materials: Following the steps outlined on page 14, teach the interchange below. (Students practice B's role).

A. Turn off the dishwasher.

B. I don't know how.

A. Push the red button.

B. O.K., thanks!

C. FOOD SERVICE WORKER

Function: Indicating a failure to understand.

Grammatical Structures: Verb plus noun (imperative).

Vocabulary: Which, where, "I don't understand".

Situation: Work.

Information About Communication and Culture: It is appropriate to say when you don't understand something. You or the other person do not "lose face".

Materials: Following the steps outlined on page 14, teach the interchange below: (Students practice B's role).

A. Turn off the dishwasher.
B. I don't understand.
A. Push the button.
B. Which one?
A. The red one.ton.
B. The red button stops the machine?
A. Yes.

Alternatives: B. Where?
A. It's on the wall.
A. O.K.

D. FOOD SERVICE WORKER

Function: Warning someone of danger.

Grammatical Structures: Past tense.

Vocabulary: Break, get, mop.

Situation: Work - situation where person must be cautious.

Materials: Following the steps outlined on page 14, teach the interchange below. (Students practice both roles).

A. Watch out. The floor is wet.

B. Thank you. What happened?

A. The dishwasher broke, get a mop.

B. O.K., here you are.

E. FOOD SERVICE WORKER

Function: Greetings after a weekend.

Grammatical Structures: Simple past tense.

Vocabulary: Watch TV, go.

Situation: Work - Social situation.

Information About Communication and Culture: Weekend activities are often discussed. This is not a "personal topic".

Materials: Following the steps outlined on page 14, teach the following interchange below. (Students practice both roles).

1. A. How'd the weekend go?
   B. Well, thank you.
   A. What did you do?
   B. I went to the movies.

2. A. Hi, Seng.
   B. Hi, John. How was your weekend?
   A. O.K., how was yours?
   B. Good. I went to Chicago.

   Substitute:
   I watched TV.
   I went to Indiana.
   I went shopping, etc.

LIST OF RESOURCES

LIST OF RESOURCES AVAILABLE FROM THE NEC LIBRARY

Jupp, T.C. and Sue Hodlin, Industrial English, Heinemann Educational Books, 1975.

Laird, Elizabeth, English for Catering Staff, and English for Domestic Staff, Pathway Centre, Southall, United Kingdom.

Prince, David and J. Gage. English for Your First Job. Edmonds Community College, Washington, 1981.

NEC RESOURCES

Mrowicki, Linda and Patricia DeHesus, A Handbook for the VESL Teacher, Northwest Educational Cooperative, Illinois Adult Indochinese Refugee Consortium, 1981. $3.00 (.50¢ postage)

ESL/AE SERVICE CENTER HANDOUTS ON REQUEST

Building the Bridge to Employment. J. Fox and R. Jones. 60¢

Pre-vocational ESL Project for Adult Refugees. J. Gage and D. Prince. $2.05.

Some Considerations - Adult Vocational ESL. D. Prince and J. Gage. 35¢

Occupational English as a Second Language. A. Ramirez and V. Spande. 80¢

Designing a Curriculum Outline for the Work Situation. J. Laylin and M. Blackwell. 60¢

MAKE CHECK PAYABLE TO NEC-CCSD #15

Illinois ESL/AE Service Center
500 S. Dwyer Avenue, Arlington Heights, IL 60005